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ABSTRACT

The first of five handbooks developed by Project HAPI (Handicapped Achievement Program Improvement), a multimedia staff development program to help teachers and specialists write effective individualized education programs (IEPs), is in looseleaf workbook format and focuses on children with severe disorders of language, including aphasia and other speech or language handicaps. It is reported that students who received IEPs developed by staff trained in Project HAPI had overall gains in reading and mathematics which doubled and/or tripled over the three year period with 90 to 93 percent of students reaching short term objectives on schedule. Part I of the handbook focuses on a systematic approach to the IEP development with sections on what the IEP should include, and 11 sequential steps such as initial identification (Step 1), conducting the assessment (Step 6), selection of intervention materials (Step 8), and review of the IEP (Step 11). Part II is on assessment with three assessment matrixes: assessment tools related to specific categories of function, description of assessment tools listed in the first matrix, and unpublished and informal assessment tools. Part III is on intervention with an intervention materials matrix and lists of sample resource materials. Appendixes include model IEPs, addresses for vendors and publishers, and a handbook evaluation form. A separate training package contains the script of an accompanying audiocassette, sample forms (in English and Spanish), and the pre- and posttest. A 60 minute video program with guide is also available for the program. (DB)

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ASSESSMENT + INTERVENTION = I.E.P.

A
Handbook On How To Write An Individualized Education Program
For
Severe Disorders of Language, Including Aphasia
And
Other Speech-Language Handicapped
(Communication Disorders)

Jean Chapman

Project H A P I
Handicapped Achievement Program Improvement
An ESEA Title IV-C Project

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FOREWORD

On November 29, 1975, President Gerald Ford signed Public Law 94-142 (PL 94-142). On September 1, 1977, PL 94-142, "The Education for all Handicapped Act" required that individualized education programs (IEP's) be developed for handicapped students.

PL 94-142 guarantees that all handicapped pupils have access to an education which meets their needs, that all handicapped students have educational rights which entitle them to the same benefits possessed by nonhandicapped students, and that schools provide handicapped pupils with special opportunities which enable them to participate as fully as they can in regular school activities.

Among other things, PL 94-142 mandates that school personnel write individualized education programs (IEP's) for all handicapped pupils. To help educators meet this requirement of the law, Project HAPI (Handicapped Achievement Program Improvement), an ESEA Title IV-C project funded by the United States Department of Health, Education and Welfare, administered by the California State Department of Education, and operated by the Department of Education, San Diego County, was begun.

The goal of Project HAPI is the creation of materials to be used in a training program for special education teachers/specialists who must prepare individualized education programs (IEP's) leading to individual achievement in mathematics and reading by handicapped pupils, grades kindergarten through twelve.

For additional information about Project HAPI and these materials, contact Jean Chapman, project coordinator, at the Department of Education, San Diego County.

Gerald A. Rosander
Superintendent of Schools

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The concept and design for Project HAPI originated with Dr. Lawrence C. Barry, project director. Virginia P. McDonald was acting director of Project HAPI during 1978-79. The development of the handbooks with accompanying audio cassettes, the video film, their editing and coordination of their use in training was accomplished by Jean Chapman, project coordinator.

This handbook was written and compiled by Jean Chapman. Dr. Clayton Bennett, Dr. Mary Gene Sanders and Jean Chapman were responsible for refining and reorganizing the second field test editions based on suggestions received from special education master teacher/specialist participants in Project HAPI training workshops 1977-78. Part one of this edition was rewritten, July 1979, to reflect changes in federal and state regulations as they have occurred.

Special acknowledgment is extended to Carmen Dixon, Marilyn Mason, Pam Goepp, Diane L. Ratigan, Myltreda Barker, Jocelyn Currin, Norma Tuttobene, Don Worthington, Marge Schmidt, Vivian Chandler, Jean Howell, Elizabeth McInnis, Carol Gracco, Mary Hopper and Corine Hansen for their contributions and assistance. Special appreciation is due Dr. Charles Watts, director, California Learning Resource Center, University of Southern California, Los Angeles, for supplying many materials for the project.

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INTRODUCTION

Project HAPI (Handicapped Achievement Program Improvement) has been designed to provide assistance to teachers for increasing handicapped student achievement in reading and mathematics. Essential to meeting this objective is the development of a structured training process to prepare school personnel for planning and implementing individualized education programs (IEP's) mandated by PL 94-142. The chief vehicle for training is a specially written handbook with accompanying instructional audio cassette, one specifically developed for each of the designated areas of exceptionality stipulated in the law.

Each handbook provides a resource for a practical assessment of skills, a compilation of intervention strategies and materials, an organized approach to prioritizing goals and objectives leading to effective writing of the IEP, and model IEP's. The format of the handbooks is open-ended, providing for the addition of new materials as they become available.

These handbooks are designed to be used as inservice training manuals for special education master teachers/specialists who, after receiving this training, will become "process change agents" for the training of other personnel.

These handbooks have been evaluated by master teachers/specialists who used a rating scale to record qualified judgments about their practicality, relevance to the task of writing IEP's, and value for improving a handicapped pupil's achievement in reading and mathematics.

Each handbook provides a systematic approach to IEP development, leading to the creation of an acceptable and effective individual program. The handbooks also include two assessment matrices. The first matrix provides a quick review of suggested assessment tools, with a description of how these tools relate to the categories of present levels of function (as outlined in the legislation: PL 94-142).

The second matrix describes those assessment tools, adding other pertinent information including function, response format, administration, time, age, grade level, normative data and source.

The handbooks also include a section on unpublished, informal assessment tools not readily available, as well as a matrix listing intervention strategies from published sources. Also offered are sample techniques and intervention materials from unpublished sources, with brief instructions selected for individual instruction.

The appendices include model IEP's, addresses of vendors offering assessment and intervention materials, special information and the handbook evaluation.

The handbooks are specifically intended for use as a part of the Project HAPI training program. They serve as guides and are the basic materials needed. In addition to the handbooks, Project HAPI staff has developed a packet of exemplary materials which provide important information and supplemental support for the training activities.

In addition to the handbooks and cassettes, Project HAPI staff has developed a video film entitled Education for the Handicapped: A Parent-School Partnership which provides an overview of the IEP process depicting identification, referral, assessment and IEP planning events in compliance with federal and state laws and regulations. This television program was developed for HAPI workshop trainings and as an inservice instrument for regular class teachers, administrators, parents, special education staff, relevant professionals such as physical therapists, doctors and parent/child advocates.

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PART I

A SYSTEMATIC APPROACH TO INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT

WHAT DOES AN INDIVIDUALIZED EDUCATION PROGRAM INCLUDE. . .

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WHAT DOES AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) INCLUDE- - -

> "The individualized education program (IEP) is a statement of the services to be delivered and of the anticipated goals and objectives for the pupil but it is not a contract which guarantees the accomplishment of the anticipated goals and objectives."
>
> CAC, Title 5, 3154 (9)

According to federal law (PL 94-142) and California regulations, an IEP shall include:

1. A statement of present levels of educational performance.
2. A statement of annual goals, including short-term instructional objectives.
3. A statement of the specific educational services to be provided and the extent of participation in regular educational program.
4. The projected date for initiating and anticipated duration of services.
5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.
6. Provisions for the transition into the regular class program if the pupil is to be transferred from a special day class or center or nonpublic school into a regular class in a public school.
7. A secondary grade level pupil's invidivualized education program shall also include any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and meet or exceed proficiency standards for graduation, in accordance with California Education Code, Sections of 51225 and 51225.5.
8. For limited-English-speaking and non-English-speaking students, linguistically appropriate goals, objectives, programs and services.
9. Extended school year services when needed.
10. Specially designed physical education and vocational education when needed.

AN OUTLINE OF IEP COMPONENTS

The following list expands upon the mandated IEP components on page seven and provides a more detailed guide to aid in writing the IEP:

1. Personally identifiable information.
2. Dates of initiation, alteration and duration of special education.
3. Career/vocational education program.
4. Appropriate physical education program.
5. Extent of regular class placement.
6. Dominant language of home and pupil.
7. Present levels of function.
8. Health status.
9. Rationale for placement.
10. Secondary level graduation requirements.
11. Statement of annual goals.
12. Short-term instructional objectives.
13. Evaluation criteria and procedures.
14. Person(s) responsible for implementing IEP (not mandated but recommended as a promising approach).
15. Determination of extended school services.
16. IEP committee members (person charged as committee coordinator designated).
17. Rights and protections documented.
18. Written parental consent to placement documented.
19. Appropriate linguistically.

A more complete explanation of these components follows on pages 9-12.

EXPLANATION OF IEP COMPONENTS

What Does An IEP Include?

1. Personally Identifiable Information

   Accurate and legible data must be recorded in an IEP. These data include name, birthdate, sex, grade level and personal identifier (such as social security number, student number or description of physical characteristics).

2. Dates of Initiation, Alteration and Duration of Special Education

   Specified dates must be shown on the IEP. These dates are: a) initiation of special education services; b) placement change; and c) anticipated duration of special education services. When appropriate placement cannot be made within 20 school days, the reason for delay and project date for placement shall be stated in the IEP [CAC 3005(c)].

3. Career/Vocational Education Program

   The requirement to hold this kind of program applies to all grade levels but is assigned a high priority at the secondary level.

4. Appropriate Physical Education Program

   An IEP must show whether the regular physical education program for nonhandicapped children is appropriate or whether special physical education must be provided. Special physical education includes adapted physical education and motor development. [CAC 5, 3306(f)].

5. Extent of Regular Class Placement

   This component is referred to as the least restrictive environment (LRE) and refers to the percentage of time the student spends in regular class on a weekly basis. A full explanation of LRE rationale is included in the description of the rationale for placement.

6. Dominant Language of Home and Pupil

   The dominant or primary (but not necessarily the native) language of both home and pupil must be stated in an IEP. How the determination of the dominant language is made for the child (i.e., by observation, test or parent report) must be recorded on the IEP.

7. Present Levels of Function

   The following seven areas must be assessed: To determine the student's current levels of functioning and his or her strengths, weaknesses and needs:

   a) Academics*

   b) Communication/Language*

   c) Social Adaptation/Emotional Development

d) Psychomotor

e) Prevocational/Vocational Skills

f) Self-help Skills

g) Learning Style (Modality), including: Length and kind of response, motivation and approach to task presentation.

h) Learning Approach (i.e., best for individual; e.g., reflective, persistent, etc.).

NOTE: "Age appropriate" should be written next to the item to show that no need for special education is indicated in a particular area.

*For specific learning disabilities (F.R. III, 121a. 541-2-3) certain academic and language areas are designated for assessment. In addition, an observation of the individual's classroom performance and a written report of the results of the evaluation are required. This report is referred to as the Psychoeducational Study [CAC 5 3421(b)].

8. Health Status

The assessment includes assessment of all areas related to suspected disability, including--when appropriate--health, vision and hearing as determined by a licensed nurse or surgeon/physician. (See appendix B to determine when a licensed surgeon's/physician's statement is required.)

9. Rationale for Placement

Justification for special education is based upon adequate assessment, observation and information gathered from parents, teachers and other members of the eligibility and planning (E&P) committee. This justification, which is a rationale, must reflect all areas of need in the multidisciplinary assessment and must be developed for the individual student by the full E&P committee on the basis of identified needs. Included in this rationale are statements of:

a) Functional description of handicap:

Describes educational need(s) in understandable language. Reflects assessment data recorded in IEP under "present level of function" and "health status," and includes data obtained from assessment and observation by any E&P committee member.

b) Specific special education to be provided:

A statement of the specially designed programs the child will receive to meet educational goals of an IEP must be provided by districts. Placement must be made on need(s). The career/vocational program in which the pupil may participate is written as part of the IEP. Vocational goals are assigned a high priority at the secondary level. For an individual whose handicap is designated as a "behavior disorder," the IEP shall include recommendations for amelioration of behavior which interferes with learning. The special education program to be provided must be recorded in this component.

c) Related service required:

A description of all related services required for an educational program must be documented in the IEP. Related services include: remedial physical education; transportation; occupational and physical therapy with documentation stating which agency will provide service; mobility training; interpreter; Braille transcriber; PH/home bound instruction; and any other services required to insure an appropriate education. Language, speech and hearing therapy becomes a related service when an individual with exceptional needs has a special class placement. When this therapy is the only special education service/program required, such service is recorded as the specific special education program. Written procedures assuring consistent documentation of related services should be developed and followed by the school district.

d) Special material/equipment to be provided:

Special instructional media is recorded which is required to meet the educational goals of the IEP. This media must be provided by the district.

e) Provision(s) for possible transition into regular class program:

This statement describes possible transition into the regular class program if the individual is to be transferred from a special day class, or center, or nonpublic school into a regular class in a public school. Such a statement provides flexibility so that a student may be moved into a less restrictive environment as needs change.

f) Rationale for least restrictive environment:

This is a statement justifying special education placement in both academic and nonacademic areas to insure full educational opportunity for the handicapped individual with nonhandicapped students. It is a description of other placement options considered and the reason why the recommended placement was selected.

10. Secondary Level Graduation Requirements

A secondary level individual's IEP shall also include any alternative means and modes necessary for the individual to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation, in accordance with Section 51225 of the Education Code.

11. Statement of Annual Goals

An IEP must include a statement of general educational aims or goals as determined by the E&P committee. These goals are to be based on assessment, observation and information brought to the committee meeting. A goal is a broad statement describing a task, such as, "improve auditory processing skills." Goals are general (i.e., not specific in terms of the task or activity). They are not time referenced and do not specify proficiency levels. It is recommended that copies of the Assessment Analysis providing descriptive evidence of assessment information be attached to the IEP.

12. Short-Term Instructional Objectives

The IEP must include the short-term instructional objectives which are determined by the E&P committee. The objectives are based on assessment, observation and information brought to the committee meeting. Objectives are written in a more definitive manner than annual goals, such as: "Student will show a gain of at least six months on all auditory subtests of the Detroit test by June 1, 1978." Several short-term instructional objectives may be written for one annual goal, and each objective must state: a) specific observable behavior; b) under what conditions the tasks shall be accomplished; and c) within what time, with what degree of accuracy and/or what level of proficiency the objectives are to be met.

13. Evaluation Criteria and Procedures

The IEP must reflect all areas of student need as identified in the multidisciplinary assessment. An assessment is required: a) prior to initial placement;

b) before placement change, including additions and deletions within the special education program: c) upon transferring to regular education; d) upon request by a teacher or parent/guardian; and e) at annual review of the IEP required for determining whether the short-term instructional objectives are being achieved. Student progress toward meeting all IEP objectives requires documented monitoring.

14. Person(s) Responsible for Implementing IEP

The person named in each short-term instructional objective is responsible for implementing that objective. A copy of the total IEP should be available in the classroom of person(s) responsible for implementation.

15. Determination of Extended School Services

Extended school year services, when needed, must be documented.

16. IEP Committee Members

An IEP must be developed by an E&P committee. Committee members will vary with different educational placements (see appendix B). The language, speech and hearing specialist and the school psychologist who examine the child must serve on the E&P committee. The assessment must be made in the dominant language of the child. Placement must be based upon more than one measure. The information contained in the IEP must be established as a result of assessment and/or observation at the time of writing the IEP. E&P committee members are required to sign and date their participation in the writing of the IEP. The team member who assumes the position of coordinating the assessment activities is to be designated on the signature page.

17. Rights and Protections Documented

All parents of students for whom an IEP is developed must receive a written notice of their rights and protections (including right to a fair hearing) as required by federal and state laws. Receipt of that notice should be documented on the IEP form.

18. Written Parental Consent to Placement

No special education placement can be initiated or provided to a child until the parent(s) agree in writing to that placement. Such written consent must be informed consent, that is, it is given voluntarily and that the parent understands and is informed about what he is giving consent for.

19. Appropriate Linguistically

An IEP must be written so that all goals, objectives, programs and services determined, if the person is limited-English-speaking or non-English-speaking, are linguistically appropriate. Should an interpreter be necessary either to translate in another language or to translate in a specific mode of communication, this person's signature is also required as a member participating in the IEP committee.

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INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

Student ① BD ① CA ①
Personal Identifier ① Sex ①
Teacher 9B No. Yrs. Enrolled in School ① Grade ①
School 9B Special Program 9B
Date of Initial Enrollment in Special Education ② *Projected Date of Placement ② Anticipated Duration of Placement ②
Career/Vocation Education Program ③
Extent of Regular Class Placement ⑤ % P.E. Program ④

INDICATE PRESENT LEVEL OF FUNCTION ⑦

Communication/Language: Ⓐ
Academics: Ⓑ
Social Adaptation/Emotional Development: Ⓒ
Psychomotor: Ⓓ
Prevocational/Vocational Skills: Ⓔ
Self-Help Skills: Ⓕ
Learning Style (Modality): Ⓖ
Learning Approach (e.g., reflective, persistent, etc.) Ⓗ
Health Status: ⑧

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): ②

Date of Meeting ⑥
Parents Phone
Address
Native Language of Pupil How Determined
Native Language of Home School District of Residence

RATIONALE FOR PLACEMENT ⑨

Functional description of handicap: Ⓐ
Specific special education to be provided: Ⓑ
Related services to be provided: Ⓒ
Special material/equipment to be provided: Ⓓ
Provision(s) for possible transition into regular classroom program: Ⓔ
Rationale for Least Restrictive Environment: Ⓕ

(Includes explanation of (3), (4), (5))

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Student ______________________ ⑲ **Page 2 of 3**

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^{xx} sign below: Date

Parent/designee signature ______ ______

Parent/designee signature ______ ______

Student signature ______ ______

Special education administrator/designee signature ______ ______

Regular education teacher signature ______ ______

*School psychologist signature ______ ______ ⑯

*Language, speech, and hearing specialist signature ______ ______

School nurse signature ______ ______

Special education teacher signature ______ ______

Interpreter signature ______ ______

Other signature (specify) ______ ______

Other signature (specify) ______ ______

13a

*Has evaluated pupil

^{xx}Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

⑩

Determination of extended school year services (CAC 3306(e)):

⑮

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Specified Special Education Placement ______ ⑱

Parent/designee signature ______ Date ______

Parent/designee signature ______ Date ______

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Parent/designee signature ______ Date ______ ⑰

Parent/designee signature ______ Date ______

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Student ______________________________

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
⑪	Specify time, observable behavior, evaluation conditions, and evaluation criteria. ⑬ ⑫ Person responsible ⑭ Date established ⑬	Date ⑬ ______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

*CAC Title 5 – 3307

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SEQUENTIAL STEPS IN IEP DEVELOPMENT

A GUIDE

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Step 11. Review of the IEP 95

STEP 1. INITIAL IDENTIFICATION

Often the IEP process is initiated as a result of either formal or informal screening. Formal screening refers to that screening which is routinely carried out by all school districts such as the screening of speech and language, vision, hearing, psychomotor skills, academic skills, dominant language and physical growth. Informal screening refers to reports and observations reported by parents, community agencies or school personnel. When either formal or informal screening suggests a possibility of a disability, a consultation with a resource person or the classroom teacher is indicated to clarify the problem. Such a consultation may lead to several possibilities:

1. That the child's needs can be met by modification in the regular classroom.
2. That supplementary instruction within regular education, such as a language development program, or a learning resource center are appropriate.
3. That a different school setting or classroom placement is better suited to the child.
4. That the child needs to be referred for assessment.

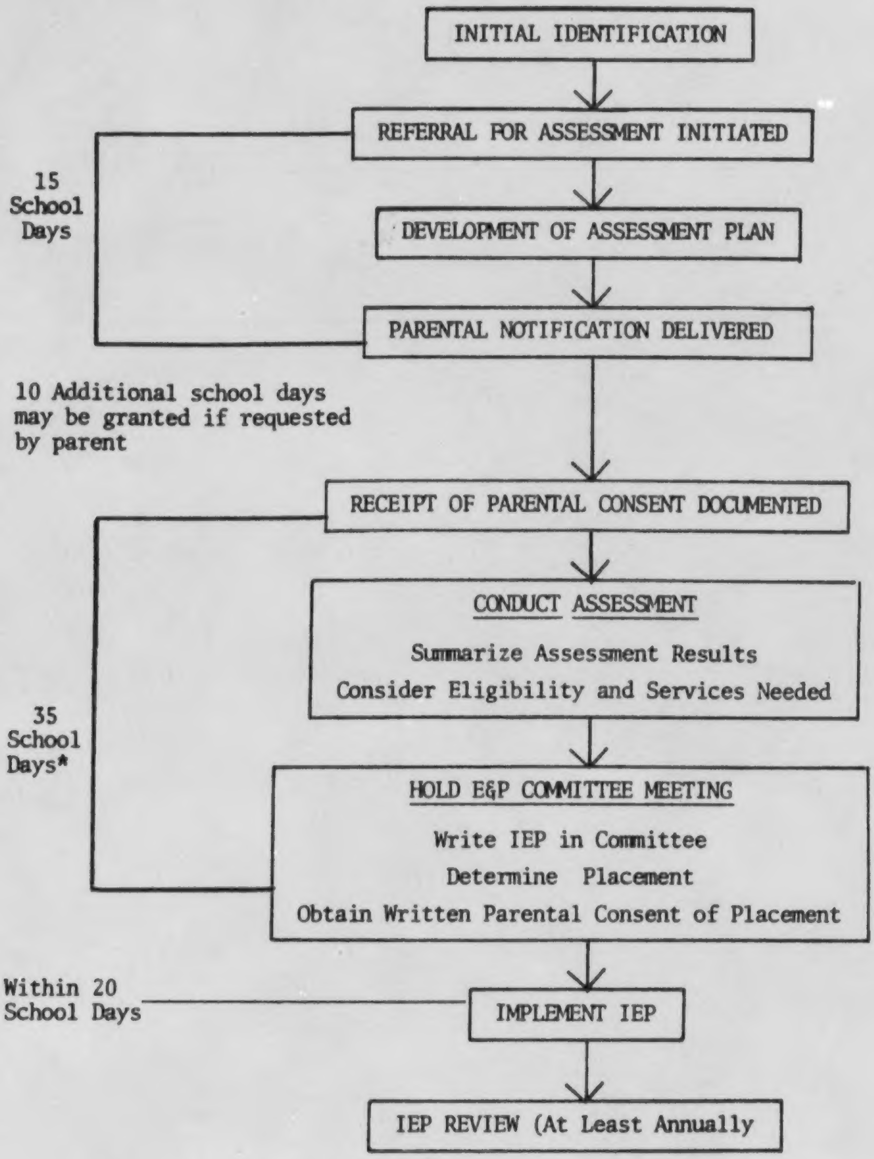
A flow chart on page 17 shows the IEP process schematically. It is appropriate for Non-Master Plan and Master Plan districts.

When it is established that such a referral is indicated, it is good practice to inform the parents and solicit their cooperation and involvement at the very earliest time. Also at this point, the referral must be routed to the appropriate school personnel for purposes of following the identification, referral and assessment procedures established by the district. A form for making a referral to an assessment team can be found on page 19 and a completed form for a fictitious child follows.

Non-Master Plan districts' procedures will differ to some degree (e.g., the assessment team for Non-Master Plan is labeled the E&P (eligibility and planning) team. Master Plan assessment teams are SAT (site assessment team) and EAS (educational assessment service)).

An IEP Process Log for use by the designated coordinator of the assessment team is provided on pages 21 and 22.

IEP FLOW CHART


INITIAL IDENTIFICATION
REFERRAL FOR ASSESSMENT INITIATED
15 School Days
DEVELOPMENT OF ASSESSMENT PLAN
PARENTAL NOTIFICATION DELIVERED
10 Additional school days may be granted if requested by parent
RECEIPT OF PARENTAL CONSENT DOCUMENTED
CONDUCT ASSESSMENT
Summarize Assessment Results
Consider Eligibility and Services Needed
35 School Days*
HOLD E&P COMMITTEE MEETING
Write IEP in Committee
Determine Placement
Obtain Written Parental Consent of Placement
Within 20 School Days
IMPLEMENT IEP
IEP REVIEW (At Least Annually

**CAC 5 - 3305 (b) When determined by E&P team that additional assessment, by an outside agency, is needed, the total time shall not exceed 50 days.*

Project HAPI

REFERRAL TO ASSESSMENT TEAM

School __________ Date __________ Person Initiating Referral __________

Student __________ BD __________ CA __________ Sex __________

Personal Identifier __________ Current Teacher __________ Grade __________ Current Placement __________

No. Yrs. Enrolled in School __________ Native Language __________ How Determined __________

Parent(s)/Guardian(s) __________ Phone __________

Address __________

Native Language of Home __________ School District of Residence __________

Assessment Team Coordinator __________ Date Referral Received __________

Reason for Referral:

Background Information:
Educational History (include previous significant test scores, data reports, samples of work, etc.).

Health/Medical History

Previous Interventions/Strategies

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San Diego County 6-79

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REFERRAL TO ASSESSMENT TEAM

FICTITIOUS

School *Webster* Date *July 18, 1977* Person Initiating Referral *Mary Pauls/D. Camp*

Student *John Pauls* BD *1-18-68* CA *9-6* Sex *Male*

Personal Identifier *SS #: 526-38-9084* Current Teacher *D. Camp* Grade *5* Current Placement *Regular Class*

No. Yrs. Enrolled in School *5* Native Language *English* How Determined *Observation - Parent Report*

Parent(s)/Guardian(s) *Jim and Mary Pauls* Phone *829-4310*

Address *88 "A" Stree,t Champagne CA*

Native Language of Home *English* School District of Residence *Champagne*

Assessment Team Coordinator *Lee Kidd* Date Referral Received *July 18, 1977*

Reason for Referral:

Virtually a nonreader. Much difficulty in following directions. All academic areas present problems for John. Often extremely shy. Finds talking with peers difficult. Shows frustration and is very aware of his lack of achievement.

Background Information:

Educational History (include previous significant test scores, data reports, samples of work, etc.).

New to school district. Requests for school records from previous out-of-state school unanswered. Mother reported John had attended four different public schools since kindergarten and the last was a parochial school. Academic screening in classroom shows math and reading skills near second grade level. Has not learned cursive writing. Speech is limited and difficult to understand. Mother reported John likes to come to school--for the first time.

Health/Medical History

No previous records available. Vision, hearing and growth screening normal. Mother reports "asthmatic" episodes but has had no medical diagnosis. John has missed school frequently due to congestion (reported by mother).

Previous Interventions/Strategies

Mother reported John had been enrolled in a parochial school prior to entering school here hoping a smaller class would benefit John. Little progress had been made in this situation either.

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IEP PROCESS LOG

Student__________________ B/D________ Grade___ Teacher______________

School__________________ Team Coordinator______________________

	Date	Initial
1. Referral for assessment received by team coordinator. . . .		
2. Development of assessment plan:		
A. Parent notified of informal meeting.		
B. Evaluation team members notifed.		
C. Assessment Record utilized.		
D. Assessment Analysis provided each team member		
E. Timelines established for:		
(1) Completion of assessment.		
(2) Assessment Analysis to be delivered to team coordinator.		
(3) Psychoeducational study completed (for EH & SDL) .		
(4) Assessment Analysis compiled by team coordinator. .		
3. Assessment plan and parent and student rights and procedural safeguards delivered to parents.		
4. Receipt of parental consent to assess documented.		
5. Conduct assessment per plan (see full Assessment Record). .		
6. Coordinator collect and compile findings on Assessment Analysis.		
A. Notify parents of:		
(1) Meeting (if indicated) to determine adequacy and findings of assessment.		
(a) Notice delivered.		
(b) Report of meeting delivered.		
AND/OR		
(2) E&P committee meeting for IEP (when one meeting only is needed) planning and determination of educational placement.		
7. Parent's response to item 6, (1) received/documented. . . .		
Parent's response to item 6, (2) received/documented. . . .		

8. Agenda prepared for E&P committee meeting. . . . . ________ ______

9. E&P committee meeting:

   A. IEP--written and signed by participating members . . . . ________ ______

   B. Written parental consent for educational placement documented. . . . . ________ ______

10. IEP implemented . . . . ________ ______

STEP 2. INITIATING A REFERRAL: PLANNING USING ASSESSMENT RECORD

An individualized education program (IEP) focuses on an individual's identified needs and strengths. Consequently, assessment must be carefully planned. Legislation requires that when a child is referred for assessment because of a suspected disability, the assessment team shall deliver to the parents within 15 school days notification of referral for assessment including parent rights, a statement as to possible program alternatives and a complete assessment plan.

The blank Assessment Record on page 25 offers a format which provides a "map" and a "log," for planning assessment and recording the evaluation as it progresses. This form permits the assessment team to determine quickly those areas of behavior to be sampled to tailor evaluation to the particular needs of the subject.

The Assessment Record provides a means of documenting existing current records and data in areas of behavior and function mandated for consideration in developing the assessment plan. So that assessment does not duplicate or overlook areas, the Assessment Record can become the basis for planning what tests need to be given and who will administer them. The assessment team coordinator will find the Assessment Record a means of providing direction and establishing timelines for the assessment team. The Assessment Record can be the initial vehicle for establishing this logging system for keeping track of referrals and their disposition, and assuring that the assessment and planning process proceeds smoothly in accordance with schedules and timelines.

A completed Assessment Record for a fictitious child, John Pauls, appears on page 25a.

Project HAPI **ASSESSMENT RECORD**

Name ______________________ Grade ____________

Birthdate ______________________ Date ____________

* * *

DATE	ASSESSMENT	EXAMINER
	HEALTH STUDY	
	Vision Acuity	
	Auditory Acuity	
	Current Health	
	LEARNING STYLE	
	ACADEMICS	

DATE	ASSESSMENT	EXAMINER
	LANGUAGE	
	PSYCHOMOTOR	
	PRE-VOCATIONAL/VOCATIONAL	
	SOCIAL ADAPTATION/EMOTIONAL STATUS	
	SELF-HELP SKILLS	

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Project HAPI **ASSESSMENT RECORD**

FICTITIOUS

Name *John Pauls* Grade *5*

Birthdate *1-18-68* Date *8-18-77*

* * *

DATE	ASSESSMENT	EXAMINER
	HEALTH STUDY	
8-1-77	Vision Acuity	C. Bridge
8-1-77	Auditory Acuity	C. Bridge
8-15-77	Current Health	C. Bridge
8-1-77	Audiogram	C. Bridge
	LEARNING STYLE	
8-2-77	Classroom Observation	M. Storm
8-18-77	VADS; Preferred Mode	L. Kidd
	ACADEMICS	
7-18-77	WRAT	D. Camp
8-12-77	SRA Series	M. Storm
8-18-77	PIAT	M. Storm
8-18-77	KEY Math	M. Storm

25a

DATE	ASSESSMENT	EXAMINER
	LANGUAGE	
8-1-77	Utah, PPVT & GFW	L. Kidd
8-1-77	Language Sample	L. Kidd
8-8-77	ITPA	M. Storm
8-18-77	Time Concepts	L. Kidd
8-18-77	Oral Commissions	L. Kidd
8-18-77	Visual-Verbal Learning Articulation	L. Kidd
	PSYCHOMOTOR	
8-1-77	Piaget R/L	L. Kidd
8-19-77	Visual Motor Integration	M. Storm
	PRE-VOCATIONAL/VOCATIONAL	
7-15-77	Interest Inventory	D. Camp
8-1-77	Student Interview	L. Kidd
	SOCIAL ADAPTATION/EMOTIONAL STATUS	
8-3-77	Vineland	M. Storm
8-3-77	Behavior Rating Scale	M. Storm
	SELF-HELP SKILLS	
8-3-77	Vineland	M. Storm

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ASSESSMENT RECORD FOR SPECIFIC LEARNING DISABILITIES

According to the December 29, 1977, issue of the Federal Register [F.R. 121a.5(b)9], a specific learning disability "means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations."

The state law CAC 5, 3400, 3401, 3420 and 3421 further defines this group as the educationally handicapped individuals and elaborates on assessment and eligibility. In the assessment of educationally handicapped candidates, certain requirements become the responsibility of the speech-language specialist. These same requirements are indicated in the assessment for severe disorders of language, including aphasia (SDL). Listed below are those additional areas to be assessed as identified in the federal law:

1. Oral Expression
2. Listening Comprehension → Expansion of Language Areas
3. Written Expression
4. Basic Reading Skill
5. Reading Comprehension → Expansion of Academic Areas
6. Mathematics Calculation
7. Math Reasoning

In addition, a classroom observation shall be made by one team member, other than the regular classroom teacher.

CAC 3421(a)(6) requires "an appraisal by a language, speech and hearing specialist of the receptive and expressive language functioning of the autistic individual and of any other educationally handicapped (EH) individual exhibiting language disorders." The assessment of pragmatics for both the EH and SDL candidates should receive particular attention in the appraisal by the speech-language specialist.

For the assessment of an individual for SDL placement, the speech-language specialist must be fully acquainted with the federal laws and for California, specifically CAC 3600(e). For the SDL individual:

1. A credentialed school psychologist and speech/language specialist must determine by certain criteria that a severe disorder of language is demonstrated in at least two areas of language development: phonology, morphology, syntax, semantics and pragmatics.

2. A licensed or credentialed audiologist shall assess auditory functioning if there is a significant hearing impairment and report the effect of such a loss.

3. That a person competent in language assessment in the native language of the individual who is limited-English-speaking or non-English-speaking shall participate in the assessment or review to determine that the language disorder is not attributable to the child having a primary language other than English.

The Assessment Record for Specific Learning Disabilities on the following page provides a structure for assessing these areas and makes it easier to coordinate the work of the assessment team. The Assessment Record also can be used as a handy reference by the special education teacher/specialist at the annual review and it can be shared with parents.

The completed Assessment Record for Specific Learning Disabilities contains the added language mandated by federal and state laws, for the same fictitious child described on the Assessment Record on page 29a. In this particular case, the areas of function to be evaluated suggest that the extent of special education services which may be required may involve more than one special education program and/or related services.

Project HAPI

SPECIFIC LEARNING DISABILITY ASSESSMENT RECORD
FORM B

Name ______________________ Grade ____________

Birthdate ____________________ Date ____________

* * * * * * * *

DATE	ASSESSMENT	EXAMINER
	ORAL EXPRESSION	
________	________	________
________	________	________
________	________	________
	LISTENING COMPREHENSION	
________	________	________
________	________	________
	WRITTEN EXPRESSION	
________	________	________
________	________	________
	DEVELOPMENTAL HISTORY (CAC 53421(a)(1)(2))	
________	________	________
________	________	________

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DATE	ASSESSMENT	EXAMINER
	BASIC READING SKILLS	
________	________	________
________	________	________
________	________	________
	READING COMPREHENSION	
________	________	________
________	________	________
________	________	________
	MATHEMATICS CALCULATIONS/REASONING	
________	________	________
________	________	________
________	________	________
	CLASSROOM OBSERVATION	
________	________	________
________	________	________
	INTELLECTUAL FUNCTIONING	
________	________	________
________	________	________

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SPECIFIC LEARNING DISABILITY ASSESSMENT RECORD
FORM B

FICTITIOUS

Name *John Pauls* Grade *5*

Birthdate *1-18-68* Date *8-18-77*

* * * * * * * *

29a

DATE	ASSESSMENT	EXAMINER
	ORAL EXPRESSION	
8-1-77	*Language Sample*	*L. Kidd*
8-1-77	*Utah*	*L. Kidd*
8-8-77	*ITPA Grammatic Closure*	*M. Storm*
	LISTENING COMPREHENSION	
8-18-77	*Oral Commissions*	*L. Kidd*
8-18-77	*Spache*	*L. Kidd*
	WRITTEN EXPRESSION	
8-15-77	*System FORE*	*L. Kidd*
	DEVELOPMENTAL HISTORY (CAC 53421(a)(1)(2))	
7-31-77	*Case History*	*L. Kidd*

DATE	ASSESSMENT	EXAMINER
	BASIC READING SKILLS	
7-18-77	*WRAT*	*D. Camp*
8-18-77	*PIAT*	*M. Storm*
	READING COMPREHENSION	
8-18-77	*PIAT*	*M. Storm*
	MATHEMATICS CALCULATIONS/REASONING	
7-18-77	*WRAT*	*D. Camp*
8-18-77	*KEY Math*	*M. Storm*
	CLASSROOM OBSERVATION	
8-2-77	*Classroom Observation Checklist*	*M. Storm*
	INTELLECTUAL FUNCTIONING	
8-17-77	*Stanford-Binet*	*M. Storm*

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STEP 3. SELECTION OF ASSESSMENT TOOLS

While selection of appropriate assessment tools is a critical component in the assessment-intervention process, so, too, is the appropriate use of those tools. The search for a single tool or even a specific battery of tools which would meet all assessment needs and be universally valid is a search in vain. Assessment necessitates custom tailoring.

All assessment tools and procedures must be administered in the primary language of the limited-English-speaking and non-English-speaking individual and meet the specifications for nondiscriminatory testing. Further, assessment shall be administered by credentialed or licensed personnel who are competent in both oral and written skills of the child's primary language or mode of communication and have knowledge and understanding of the child's cultural and historical background.

Assessment results must be available at the IEP committee meeting to assist committee members in making educational placements and decisions about intervention. Goals and objectives must be based directly on assessment data. Selection of strategies and materials for intervention must be based upon the specific skills and specific needs identified in the assessment.

Experience suggests that it is important to have information from both criterion- and norm-referenced tests in developing the IEP. Criterion-referenced tests characteristically provide more information defining present levels of function and stage of development. Norm-referenced tests have conventionally been administered to measure abilities, and evaluates the individual in comparison to a group of persons. However, the information yielded by norm-referenced tests has limited value for planning instructional interventions, whereas, criterion-referenced tests are content specific and translate directly to specific levels for instructional planning. Assessment must establish where the individual is now and what the next step in intervention needs to be and under what conditions the child learns best.

STEP 4. DEVELOPING THE ASSESSMENT PLAN

The assessment plan shall be developed by the assessment team (SAT, EAS or E&P). The team may use "recent and reliable data from assessment which has been conducted by appropriately licensed professionals, in lieu of scheduling additional assessments." Therefore, a search and collection of existing records should have been accomplished and recorded on the Assessment Record as noted on page 23.

Using the Assessment Record(s) the assessment plan can be formulated by the team. Such a plan must be written in language understandable by the general public and must include:

1. A description in ordinary language of procedures, tests, records or reports proposed for use in assessment.
2. Specific tests and techniques to be used:
    A. Name and describe the specific tests or techniques to be used (must meet state requirements for nonbiased assessment).
    B. Describe how the assessment results will be used.
    C. When an interpreter is used the plan shall document and note the degree the validity of assessment may be attenuated.
3. Name the person responsible for administering the tests or techniques.
4. State the date when all assessment is to be completed.
5. Specify place, date and time of the IEP planning meeting when results will be analyzed and summarized.
6. Assure that assessment procedures specifically include adequate identification by qualified persons of visual perceptual and other perceptual problems, for the child whose learning problems could be due to the many manifestations of a perceptual problem.

7. Parental notification and explanation of due process and procedural safeguards, confidentiality, access to records and fair hearing rights (defined as informed consent).

8. Request for written parental informed consent to assessment plan providing space for date and signature.

9. Plan must be provided in the parent's native language or parent's mode of communication and translated, in any means necessary to communicate with the parent.

Assessment matrix A, pages 99-106, provides an alphabetical list of many tests and indicates areas of behavior these instruments test. Following on pages 107-134, matrix B, these same assessment tools are listed with information describing the function, format, administration, appropriate age or developmental levels, whether the tool is norm- or criterion-referenced and the source.

These two matrices give much of the information needed for above items one and two in adequately developing the assessment plan.

A "Notification of Referral--Parent Consent to Assessment Plan--Consideration for Special Education Services" forms (blank and completed) follow on the next four pages.

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NOTIFICATION OF REFERRAL
PARENT CONSENT TO ASSESSMENT PLAN CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES

Student ______________________________ Date sent ______________

REASONS FOR REFERRAL: Your son/daughter has been referred to the assessment team (_____ EAS, _____ SAT, _____ E&P) due to concerns about his/her current performance as described:

Possible program alternative(s): ______________________________

The assessment team is a group of appropriately credentialed school personnel who make recommendations to provide educational services best suited to a student's needs. To aid in planning an appropriate program for the student, the team needs to conduct an assessment. The assessment plan below lists the procedures, tests, records or reports proposed for use in evaluation. This assessment will include adequate procedures to evaluate visual perceptual or other perceptual problems. All tests to be used are appropriate and nonbiased for the student.

ASSESSMENT PLAN – Date to be completed ______________

Person Responsible	Assessment Tool	Description of Tool	Reason for Using

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A copy of *Parent and Student Rights* has been enclosed for your information and understanding. Parents have the right to take part in providing information and in making decisions about their child's education. If you have any questions regarding your rights or steps to follow in exercising your rights, you may contact your child's school or the school district office.

> *I give my consent for any of the above evaluations to be made as outlined within 35 days after receipt by the school of this consent. I understand that the results will be kept confidential and that I will be invited to a meeting when the assessment is completed to review the results and discuss program possibilities. It is my understanding that no change in educational placement will be made. I also acknowledge receipt of the Parent and Student Rights, including due process and procedural safeguards.*

_______________________________ _______________________

Parent/guardian signature *Date*

If you have any questions, please call: _______________________________ _______________

Assessment team coordinator signature *Phone*

35a

Please sign and return to:

____

____

____

Date returned: _______________________

☐ Copy provided to parents in primary language

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Project HAPI **Page 1 of 2**

NOTIFICATION OF REFERRAL
PARENT CONSENT TO ASSESSMENT PLAN CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES

FICTITIOUS

Student *John Pauls* Date sent *7-24-77*

REASONS FOR REFERRAL: Your son/daughter has been referred to the assessment team (____ EAS, ____ SAT, *xxx* E&P) due to concerns about his/her current performance as described:

Virtually a nonreader. Exhibits much difficulty in following directions. All academic areas present problems for John. He is often extremely shy. He finds talking with his peers difficult. He shows frustration and is very aware of his lack of achievement. Mother requested an assessment to determine his educational needs.

Possible program alternative(s): *(1) Regular class with instructional aide; (2) Resource Room; (3) Self-contained class.*

The assessment team is a group of appropriately credentialed school personnel who make recommendations to provide educational services best suited to a student's needs. To aid in planning an appropriate program for the student, the team needs to conduct an assessment. The assessment plan below lists the procedures, tests, records or reports proposed for use in evaluation. This assessment will include adequate procedures to evaluate visual perceptual or other perceptual problems. All tests to be used are appropriate and nonbiased for the student.

ASSESSMENT PLAN – Date to be completed *8-28-77*

Person Responsible	Assessment Tool	Description of Tool	Reason for Using
Lee Kidd: (Language/ Speech Specialist)	*Visual Auditory Digit Span*	*Tests short-term memory*	*Determineslearning style*
	SWRL Articulation Test	*Test speech in production of sounds, words, and sentences*	*Identifies stages of speech development*
	Goldman Fristoe Woodcock	*Test of Auditory Discrimination*	*Determines how clearly speech sounds are heard*
	Utah Test of Language Development	*Inventory of all areas of speech and language*	*Identifies weaknesses and strengths*
	Piaget Right/Left	*Provides measure of laterality and directionality*	*To determine extent of laterality and directionality established*
	Time Concepts	*Oral inventory explores understanding of time concepts*	*Observation indicates time concepts not established*
Mona Storm (Psychologist)	*Illinois Test of Psycholinguistic Abilities*	*10 subtests measure cognitive function*	*Determinesstrengths and needs*
	KEY Math/PIAT	*Diagnostic Test of math and reading function*	*Establishes level of function*
	Vineland Maturity Scale	*Inventory measures social/emotional development*	*Parent provides information to determine level of development*
	Visual-Motor Integration	*Paper / pencil tasks*	*Determines spatial judgment*

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A copy of *Parent and Student Rights* has been enclosed for your information and understanding. Parents have the right to take part in providing information and in making decisions about their child's education. If you have any questions regarding your rights or steps to follow in exercising your rights, you may contact your child's school or the school district office.

I give my consent for any of the above evaluations to be made as outlined within 35 days after receipt by the school of this consent. I understand that the results will be kept confidential and that I will be invited to a meeting when the assessment is completed to review the results and discuss program possibilities. It is my understanding that no change in educational placement will be made. I also acknowledge receipt of the Parent and Student Rights, including due process and procedural safeguards.

Parent/guardian signature — 7-26-77 *Date*

If you have any questions, please call: Mrs Lee Kidd *Assessment team coordinator signature* — 396-4280 *Phone*

35c

Please sign and return to:

Mrs. Lee Kidd
Webster School
Champagne CA 92018

Date returned: 7-27-77

☒ Copy provided to parents in primary language

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STEP 5. PARENTAL NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN

The form(s) devised for parental notification of referral and assessment plan is the responsibility of the school district. Some districts prefer to use two notices--the first one notifying the parent that a referral has been made to plan assessment and the second one notifying the parent of the assessment plan. Other districts prefer to use one form to accomplish both purposes.

The federal and state laws require that such written notices shall be delivered to the parents.

The assessment process cannot proceed until written parental consent has been obtained. "If a parent requests additional time to consider the assessment plan, at least ten school days shall be given to the parent to arrive at a decision." [CAC 5, 3304 (d)]

Upon receipt of written parental consent to assess, the assessment team shall have completed within 35 school days:

1. The assessment
2. Analyze assessment results
3. Establish eligibility and needed services
4. Schedule IEP meeting
5. Write IEP
6. Determine placement

STEP 6. CONDUCTING THE ASSESSMENT

Recording and Analyzing Data Using Assessment Analysis

The Assessment Analysis is a form on which to record and analyze test data. The format aids in the organization of assessment information and shows: 1) where strengths lie; 2) where needs exist; and 3) what the individual's current levels of function are. See page 43 for blank Assessment Analysis form.

Based on the information recorded on the Assessment Analysis form, the E&P, SAT or EAS committee can identify sources and strategies of instructional intervention for the later developing of instructional activities. The Assessment Analysis makes it easier to determine goals and objectives when planning and writing an IEP. This analysis also provides the committees with readily available results of the assessment; it can be attached to the IEP, thus eliminating duplication of the information on the IEP form; and has considerable value for the receiving teacher(s) and specialist(s) after placement has been determined.

The Assessment Analysis provides useful information for the assessment team which must prepare the mandated written Psychoeducational Study that reports the results of the evaluation for the educationally handicapped and severe disorders of language including aphasia. [F.R. part III, 12-29-77; 121a. 543 Procedures for Evaluating Specific Learning Disabilities and CAC 5 3421(b)] set forth the following criteria for this written report:

A. A statement of:

  1. Whether the child has a specific learning disability.
  2. Description of the handicap.
  3. Basis for making the determination.
  4. Relevant behavior noted during observation of the child.
  5. Relationship of that behavior to child's academic functioning.
  6. The educationally relevant medical findings, if any.
  7. Whether a severe discrepancy exists between achievement and abilities which is not correctable without special education and related services for individuals determined to be learning handicapped or behavior disordered.

8. Team determination of any effects of environmental, cultural or economic disadvantage.

9a. For eligibility for an educationally handicapped placement, "A statement shall be included from a credentialed school psychologist that in his/her professional judgment the individual's basic learning skills fall below the normal range of functioning and are not primarily attributable to mental retardation, or limited-English-speaking or non-English-speaking status. This statement shall not be required for an individual whose learning or behavior disorder is determined to be a serious emotional disturbance or autism [CAC 5 3420(c)(d)]."

9b. Each team member must certify that the report reflects his/her conclusion. (If it does not, dissenting member must submit a separate statement presenting his/her conclusion.)

9c. A summary of the developmental history, the school history and educational progress of the individual, including a description of steps previously taken to assist the individual in the areas of his learning or behavior difficulty and the results of such assistance must be accomplished [CAC 5 3421(a)(1)(2)]. This report for John Pauls prepared by the language, speech and hearing specialist in this situation can be found on pages 51-51e.

10. For eligibility for Severe Language Disorders, Including Aphasia, the language, speech and hearing specialist, a credentialed school psychologist and in some cases, a credentialed or licensed audiologist are mandated to make certain determinations [F.R. part III, 12-29-77: 121a. 543 and CAC 5 3600(e)]. To provide this documentation it is suggested that a form such as the eligibility form for severe disorders of language, including aphasia found on pages 53-53b be used.

A complete sample Assessment Analysis (pages 45-45c) demonstrates the usefulness of this form. The Psychoeducational Study form appears on pages 47-47a. A completed study based on the sample Assessment Analysis is presented on pages 49-49a. These completed forms follow the fictitious child, John Pauls, for whom an Assessment Record was prepared in the preceding pages. A case history documenting the developmental history, the school history and the child's educational progress can be found following the Psychoeducational Study on pages 51-51e.

An appraisal by a language, speech and hearing specialist of the receptive and expressive language functioning of the autistic individual and of any other educationally handicapped individual exhibiting language disorders is required by California legislation [CAC 5 3421a (7)(a)].

The Psychoeducational Study is not a requirement for Other Speech-Language Handicapped (Communication Disorders). The Assessment Analysis, however, is equally as useful in program planning for this special education group as it is with individuals with other handicaps.

Project HAPI

ASSESSMENT ANALYSIS

Name ______________________ B/D __________ CA ________ Grade __________ Date ______________ Examiner ______________________

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.

Form 626–I/HAPI
Supt. of Schools, Dept of Educ
San Diego County 6 79

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Project HAPI

A
ASSESSMENT ANALYSIS

Page 1 of 4

FICTITIOUS

Name John Pauls **B/D** 1-18-68 **CA** 9.7 **Grade** 5 **Date** 8-18-77 **Examiner(s)** L. Kidd, D. Camp, M. Storm, C. Bridge

45

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.
WRAT: Reading Math Spelling 7-18-77 Classroom Screening	2.4 1.0 1.8	Sound blending skills emerging. Practical math judgments. Attempted to spell phonetically.	Virtually nonreader. Math: Operations and applications.	Encourage reading aloud/subvocalizing/ vocalizing to reinforce recall.
PPVT 8-1-77	CA 9-7 MA 9-6	Reception of single words adequate.	Note discrepancy between word comprehension and connected speech comprehension.	Reduce sentence length to John. Provide extended time for delayed response.
UTAH 8-1-77	LA 6 - 11 CA 9 - 7	Compensatory shift to multisensory input to aid recall.	Retrieval skills. Vocalized as he wrote.	Training tapes with accompanying pictures, stories, rhymes, etc.
ITPA 8-8-77 Subtests M.A. Man. Ex. 7-6 Grammatic Closure 6-2 Vis. Closure 5-0 Aud. Mem. 6-6 Vis. Mem. 6-2 Aud. Closure 5-9 Sound Blend 10-0+	Mean 23 CA 9 - 2 PLA 6 - 7 M.A. Aud. Rec. 6-8 Vis. Rec. 7-1 Aud. Assoc. 8-10 Vis. Assoc. 6-0 Verb. Ex. 6-0	Aural/oral sound blending.	All areas except sound blending depressed.	Goal Kit Hazel Bright's materials MEST materials IDEA Kit
Artic Test 8-1-77	All positions W/R and blends.	Identifies error sound.	Consistent substitution. No correction on stim.	SWRL "R" Articulation - adapts.

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A

ASSESSMENT ANALYSIS

FICTITIOUS

Page 2 of 4

Name John Pauls B/D 1-18-68 CA 9.7 Grade 5 Date 8-18-77 Examiner(s) L. Kidd, D. Camp, M. Storm, C. Bridge

45a

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.
GFW Diagnostic Auditory Discrimination Test.	MA 9 - 5	Within normal limits.		
GFW Auditory, Selective Attention.	MA 9 - 4	Within normal limits.		
Audiogram 8-1-77	Within normal limits.	Adequate hearing.		
VADS 8-18-77	R.S. 17 = Poor; deficient.		Retrieval skills, visual and auditory severely depressed. Recall skills show random approach.	
Oral Commissions 8-18-77	R.S. 16 = MA 7-3	By verbalizing commissions, was able to hold in mind sequence and response.	Retrieval skills short-term, depressed.	Phono-visual approach to reading, writing and spelling.
Piaget Right/Left 8-1-77	75th percentile #A, B, E below age level.	Laterality on self appears adequate.	Spatial judgment and laterality outside of body inadeuqate. Notably deficient with 2-dimensional task as opposed to 3-dimensional task. Reversals. Difficulty with copying.	Hazel Bright's materials Basic Concepts to be used with aide Dot-to-Dot completion tasks Fernald Writing Techniques Chalkboard tracing skills
VMI - (Berry) 8-19-77	R.S. 9 = MA below age 7	Handedness (Right) established.		

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ASSESSMENT ANALYSIS

Page 3 of 4

Name John Pauls B/D 1-18-68 CA 9.7 Grade 5 Date 8-18-77 Examiner(s) L. Kidd, D. Camp M. Storm, C. Bridge

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.
Time Concepts	*Developmentaly lagging.*	*"Present" concept established.*	*Lacks temporal concepts of past and future: days of week, months, seasons, time of day, clock time, before/ after.*	*Manipulative calendar* *Recording today - tomorrow - yesterday with sentence strips.* *Judy Clock Face* *Traditional calendar for personal use and possession.*
PIAT	*Reading Recognition: 2.0* *Reading Composition: 2.4*	*Attempts to "sound out" words (see ITPA sound blending 10+)*	*Reading level compatible with current retrieval skills.*	*Use Phono-Visual approach--capitalize on on reading aloud and subvocalizing.*
KEY MATH	*R.S. 82 = 2.6*	*Successful with measurement tasks indicating comprehension of tangible measuring tools.*	*Calculations and reasoning skills compatible with reading levels and retrieval skills.*	*Use Stern Math with manipulative materials and workbooks.*
Spache Listening Comprehension	*Grade 2.3*		*Oral comprehension compatible with academic skills and retrieval skills. Easily discouraged.*	*Selma Herr: Perceptual Communication Skills.*
System FORE (Written Language)	*Level 8 - 9 (Written expression) = MA 6 to 7 years.*	*Attempts to spell words by sounding out.*	*Unable to express ideas in writing. Writing limited to 1-3 word sentences.*	*Record daily news: Begin diary recording events of day. Encourage rebus fill-ins to build motivation.*

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ASSESSMENT ANALYSIS

Page 4 of 4

FICTITIOUS

Name John Pauls **B/D** 1-18-68 **CA** 9.7 **Grade** 5 **Date** 8-18-77 **Examiner(s)** L. Kidd, D. Camp M. Storm, C. Bridge

45c

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.
School Nurse's Health Report	Weight and height normal.	Vision and auditory screening normal.	"Asthma-like" episodes have caused many absences.	Observation indicates need for full physical examination and neurological evaluation.
Student Interview (Screening)	(Subjective) Classroom Activity	Expressed desire for success. Indicated he likes school.	Expressed concerns about speech not being understood; family economy; no friendships established at new school; needing medicine for "asthma".	Speech therapy given priority. Concur with nurse's recommendations. Encourage social contacts with classmates.
Case History 7-31-77	Parent informant. Concurs with need for complete assessment.	Motivation high for speech therapy by parent and child; expressed desire to solve John's academic problems.	Concern about "asthma," aware of John's extreme shyness.	Involved with assessment. Submitted parental consent for assessment.
Classroom Observation 8-2-77	John is extremely shy a lot during the class	about speaking up in a session. Also noted	group. He appears very excessive yawning.	conscious of his academic deficits. Coughed
Vineland Social Maturity Scale 8-3-77	Social Quotient 8.3	Self-help, self-direction, occupational and socialization skills within normal limits.	Communication; locomotion (problems of directionality). Deficit in temporal concepts.	Speech/language therapy; specialized instruction to establish temporal concepts.

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Project HAPI

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THE PSYCHOEDUCATIONAL STUDY

Results of Evaluation

Name ______________________________ Sex ________ Birthdate ____________ Grade ________

[CAC 5 3421(b) and 45CFR 121a.543] Written report must include a statement of:

1. Whether child has a specific learning disability.

2. Description of handicap.

3. Basis for making the determination.

4. Relevant behavior noted during observation of child.

5. Relationship of that behavior to the child's academic functioning.

6. The educationally relevant medical findings, if any.

7. Whether a severe discrepancy exists between achievement and abilities which is not correctable without special education and related services for individuals determined to be learning handicapped or behavior disordered.

8. Team determination of any effects of environmental, cultural or economic disadvantage.

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Supt. of Schools, Dept. of Educ.
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9. Psychologist's statement.

In my professional judgment ______________________________ basic learning skills fall below the normal range of functioning and are not primarily attributable to mental retardation, or limited-English-speaking status. (This statement shall not be required for an individual whose learning or behavior disorder is determined to be a serious emotional disturbance or autism.) (Section 3420 (c) (d))

Credentialed school psychologist's signature Date

I certify that the attached report reflects my conclusions regarding ______________________________

______________________________ based on results of evaluation.

(Directions: Document the designated coordinating team member on signature line.)

	Date
Special education administrator/designee's signature	
Experienced special education teacher's signature	
Regular education teacher's signature	
*School psychologist's signature	
*Language, speech and hearing specialist's signature	
School nurse's signature	
Other signature	
Other signature	
Other signature	

*Has examined student.

Any dissenting member must submit a separate statement presenting his/her conclusions. Attach such statement(s) to this study.

Form 636–I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 7-79

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Project HAPI **Page 1 of 2**

THE PSYCHOEDUCATIONAL STUDY
Results of Evaluation

Name John Pauls Sex Male Birthdate 1-18-68 Grade 5

[CAC 5 3421(b) and 45CFR 121a.543] Written report must include a statement of:

1. Whether child has a specific learning disability.

   Assessment indicates severe disorders of reading, math, spelling, writing and communication.

2. Description of handicap.

   Virtually nonreader, but developing beginning phonic word attack skills. Basic language concepts lag. All academic areas depressed. Language and speech disorders present.

3. Basis for making the determination.

   Determination is based on results of multidisciplinary team assessment. Extensive testing was indicated due to: (1) lack of previous school records, and (2) extent of observed communication and academic disabilities.

4. Relevant behavior noted during observation of child.

   John voiced feelings of failure, concern for medical need and economic pressures at home, and extreme frustration regarding lack of intelligibility of speech.

5. Relationship of that behavior to the child's academic functioning.

   John demonstrates low self-esteem, preoccupation with feelings of failure.

6. The educationally relevant medical findings, if any.

   Observation has resulted in a recommendation for medical/nutritional/physical evaluation.

7. Whether a severe discrepancy exists between achievement and abilities which is not correctable without special education and related services for individuals determined to be learning handicapped or behavior disordered.

   School history shows academic achievement in a regular class placement incompatible with learning potential.

8. Team determination of any effects of environmental, cultural or economic disadvantage.

   No such circumstances noted by the E&P team.

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Supt. of Schools, Dept. of Educ.
San Diego County 7-79

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9. Psychologist's statement.

In my professional judgment John Pauls *basic learning skills fall below the normal range of functioning and are not primarily attributable to mental retardation, or limited-English-speaking status. (This statement shall not be required for an individual whose learning or behavior disorder is determined to be a serious emotional disturbance or autism.) (Section 3420 (c) (d))*

Mona Storm	8-28-77
Credentialed school psychologist's signature	Date

I certify that the attached report reflects my conclusions regarding John Pauls

based on results of evaluation.

(Directions: Document the designated coordinating team member on signature line.)

	Date
G. Teller Special education administrator/designee's signature	8-28-77
a. Bee Experienced special education teacher's signature	8-28-77
D. [illegible] Regular education teacher's signature	8/28/77
Mona Storm *School psychologist's signature	8-28-77
L. Kidd *Language, speech and hearing specialist's signature	8/28/77
C. Bridge School nurse's signature	8-28-77
Other signature	
Other signature	
Other signature	

*Has examined student.

Any dissenting member must submit a separate statement presenting his/her conclusions. Attach such statement(s) to this study.

Form 638-I/HAPI
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LANGUAGE, SPEECH, HEARING: CASE HISTORY

Today's Date July 31, 1977

INFORMATION: FICTITIOUS

Patient John Pauls B/D 1-18-68 Age 9.5 Sex Male

Address 88 A Street

City Champagne Zip 928129 Phone 829-4310

Father		Mother	
Name	Jim Pauls	Name	Mary Pauls
Address	Same	Address	Same
Age	40	Age	38
Occupation	Mechanic	Occupation	Housewife
Education	Did not complete high school	Education	Completed high school

Family Physician: None
(name) (address) (phone)

Name of School Child Attends Webster Grade 5

Name of Person Filling out Questionnaire: Mother
(Relation to Patient)

Other Children in Family:

Name	Age	Grade
Jacqueline	7-27-63	
J.R.	12-29-68	
James	4-4-70	

BIRTH AND PRENATAL HISTORY:

During this pregnancy, did mother experience any unusual illness, condition or accident, such as, German measles, false labor, RH incompatibility, etc.? If so, describe: Normal pregnancy and birth.

Length of Pregnancy 9 months Duration of Labor 4 hours Birth Weight 7 lb. 11 oz

Conditions at Birth: Cesarean ____ Breech Birth ____ Anesthetics Spinal Forceps No

Was Infant Blue No Jaundiced No Other unusual conditions
None

Conditions immediately following birth: Did infant have: Feeding problem seizures
No Swallowing or sucking difficulties No

Scars or bruises *No* Was birth weight quickly regained *No*

DEVELOPMENT:

When did the child first hold up his head alone? ----

When did the infant first crawl? ----

When did the infant sit alone without support? ----

When did the infant pull himself to a standing position? ----

When did the infant walk unaided? ----

When did the infant gain bowel control? Day: *3 years* Night: *3 years*

When did the infant gain bladder control? Day: *3 years* Night: *3 years*

Weight of infant at six months? *14 lbs.* Height at 6 months ----

Weight of infant at one year? *20 lbs.* Height at 1 year ----

Weight of child at present? *110 lbs.* Height at present *4 ft. 10 inches*

Does child prefer right or left hand? *Right*

Does child fall or lose balance easily? *Can't exercise vigorously*

Does the child seem awkward, uncoordinated? *Yes*

Does child have difficulty chewing or swallowing? *No*

Comments:

MEDICAL:

Check disease patient has had, giving age, degree of severity, and after effects.
(Please add others the patient has had, but which are not listed here.)

Disease	Age	Mild, average or severe	Disease	Age	Mild, average or severe
measles	*5*	*Average*	croup	*6 months - present*	
diptheria	--		pleurisy	--	
chicken pox	*7*	*Average*	tonsillitis	*Occasionally*	
typhoid	--		tuberculosis	--	
mumps	--		bronchitis	*Bronchial congestion*	*3 years*
dysentery	--		otitis (ear ache)	*5*	*Severe*
whooping cough	--		goiter	--	
influenza	*Occasionally*		rickets	--	
scarlet fever	--		paralysis	--	
enlarged glands	--		nervous trouble	*Shy, withdrawn*	
rheumatism	--		chorea (St. Vitis)	--	
heart disease	--		kidney disease	--	
convulsions	--		skin disease	--	
asthma	*Yes, since age 3*		hay fever	*yes*	*Severe*
eczma	--		high fevers	--	
frequent colds	*Frequent*		allergies	*Undetermined*	

Others:

Has the patient had any serious accidents or operations? *No* Please describe:

Describe after effects of illnesses, accidents, operations:

Is the patient in good health at this time? *No* State any physical handicaps:
Asthma problems during any physical activity--reducing physical education time and general fitness.

Does the patient have a visual problem? *No* Describe:

Health of other family members: *Generally good*

Comments:

SOCIAL:

Does the child show fear: Often *X* Sometimes Rarely

What things does he/she fear: *Talking--having to perform*

Is the child "nervous?" *Yes* How does he/she show it? *Withdraws*
Does not want to try anything.

Has he/she been harder to manage than other children? *No*

Is the child a follower or leader of his/her age group? *Follower*

Describe any eating problems: *Eats everything. Is having a weight problem--especially with reduced physical activity.*

Describe any problems of bowel or bladder control: *Enuresis at times--especially when asthma is severe.*

SPEECH:

During the first year did he/she make much sound other than crying? *Coos - babbling*

Other than crying, would you say he/she was: a silent baby ___ a very quiet baby ___ an average noisy baby *X* or a very noisy baby ___

At what age did he/she first say words? *1½ years* What were they? *Mama, Dada*

Did he/she: Get one or two words and then go on a long time before getting other words? *Yes*, or keep on adding words once he/she started to talk? *3½ -- more words and sentences.*

At what age did he/she begin to name people and objects? *2 years*

At what age did he/she combine words into small sentences like, "Want drink" or "Me out?" *2½ years*

At what age did he/she make complete short sentences? *3 years*

Did speech learning ever seem to stop for a period? *No*

Describe:

Does the child seem to be aware of a speech difference? *Yes*

Describe: *He has been terribly self-conscious about his speech. Doesn't like to talk*

What efforts have been made to help the child talk better? *Has not had previous help at school.*

Has there been a change in the child's speech in the last six months? *Yes*

Describe the change: *He is more nervous than ever, especially since he is having trouble with academics.*

Has the child ever talked better than he does now? *No*

Comments:

SCHOOL:

At what age did the child start school? *5 years* Were grades repeated? *No*

Why?

With what subject has the child had particular difficulty? *Math, reading, spelling and writing.*

How does he get along with others at school? *Shy, withdrawn.*

What are his or her usual grades? (Excellent, above average, average, below average or failing.) *Below average to failing*

OTHER INFORMATION:

When, why and by whom was the speech problem first noticed? *Became concerned when he entered school.*

Is the child teased about his speech problem by others? *He is so sensitive, he would consider a glance as negative.*

What is the child's reaction to his speech problem? *Withdrawal*

Comments:

1. Has the child had a speech examination prior to this time? *No*
   Where?
2. Does the child receive speech therapy at this time? *No*
   Where and with whom?
3. Has the child ever had speech therapy? *No*
   Where and with whom?
4. Has the child had a hearing test prior to this time? *No*
   If so, where?
5. Has the child had a neurological examination prior to this time? *No*
   Where?
6. Has the child had a psychological examination prior to this time? *No*
   Where?
7. Has the child had a recent medical examination? *No*
   Where?

If there is additional information which you feel will help us to understand your child better, please describe:

> *Prior to entering Webster School, he attended a two-room, K-12, school. He received very little extra help and became very aware of his low ability level. His school or county had no facilities or personnel for psychological testing or speech and language and no special help for learning disabilities. In second grade, he was placed in a Catholic school. Mother reported it did not help. He became more withdrawn, little academic progress and increased anxiety about his "baby talk" (articulation).*

> *See attached Summary of Developmental and School History*

Source: Jean Chapman

SUMMARY OF DEVELOPMENTAL AND SCHOOL HISTORY

During routine speech and language screening, the classroom teacher alerted the speech-language-hearing specialist of observed behaviors indicating a possible learning handicap of John Pauls.

The initial parental contact was via telephone. Whereupon, Mrs. Pauls was invited to school to learn of the procedural safeguards and parental rights as well as discussing the assessment plan. At this time a case history was also taken.

John Pauls was born 1/18/68, in Minot, North Dakota. He is number two of four children. His sister is four and one-half years his senior and his brothers are 11 months and two years younger. His birth history and early development were unremarkable. Developmental milestones were within normal limits.

At the age of three, mother became aware that during times of physical activity breathing was difficult. This condition has become chronic and more severe to date. There has been no medical intervention.

Speech and language skills began in the normal time frame. However, development was delayed and erratic. Mother became concerned with his speech and language development when he entered school at age five. She was more concerned about his communication skills than his academic problems. She did not view these problems as related.

Due to financial problems, the family moved several times each year. Mrs. Pauls reported that with each move John became more aware of his inability to perform academically and verbally. Extreme shyness became his defense.

He came to Webster School during the last month of grade four in a year-round-school. His mother was very pleased with the classroom environment. This was John's first class with a male teacher. Mother expressed the desire to cooperate as much as she could with the assessment and was informed as it progressed.

Attempts to obtain previous school records have yielded nothing.

Project HAPI

Eligibility Requirements for Severe Disorder(s) of Language, Including Aphasia

Attach to Assessment Analysis and/or psychoeducational report.

Name:________________________________ Date:______________________

Certify by checking that all tests used were (F.R. 121.a 532):

- ___ Culturally appropriate
- ___ In primary language or in student's mode of communication
- ___ Validated for specific purposes for which used
- ___ Administered by appropriately credentialed personnel
- ___ Accurately reflect student's aptitude/achievement level rather than reflecting impaired sensory, manual or speaking skills (except where those skills are the factors the test purports to measure).
- ___ Related to all areas of suspected disability

LANGUAGE SPEECH AND HEARING SPECIALIST

1. Individual demonstrates a severe disorder of language in at least two areas of language development:

Phonology

Test and results:

Language sample:

Syntax

Test and results:

Language sample:

Morphology

Test and results:

Language sample:

Pragmatics

Test and results:

Language sample:

Semantics

Test and results:

Language sample:

*2. Individual's score on culturally appropriate standardized test or subtests of language assessment in the primary language falls lower than two standard deviations below the individual's mental age:

Test	Scores
1. ______________________	1. ______________________
2. ______________________	2. ______________________
3. ______________________	3. ______________________
4. ______________________	4. ______________________

*3. Individual shows a severe disorder of language as determined by an analysis of a representative spontaneous language sample. Assessment is recorded under item one and analysis is attached.

4. Individual (does have/does not have) an educationally significant hearing loss. (Attach audiogram):

5. The severe disorder of language is not attributable to child having a primary language other than English.

Test	Scores
1. ______________________	1. ______________________
2. ______________________	2. ______________________
3. ______________________	3. ______________________

______________________________________ ______________
Language, Speech and Hearing Specialist's Signature Date

CREDENTIALED OR LICENSED AUDIOLOGIST

1. Individual has an educationally significant hearing impairment determined by assessment of auditory function. (Attach audiogram):

Speech response threshold ____________________

Rescruitment Yes ________ No ________

Pure tone threshold R ________ L ________

Amplification R ________ L ________

Effect of loss as related to language disorder:

__________________________________ ________________
Credentialed or Licensed Audiologist's Signature Date

CREDENTIALED SCHOOL PSYCHOLOGIST

*1. The individual achieves a level of performance as measured by nonverbal performance instruments which is above the score which represents two standardized deviations below the mean.

Test	Scores
1.____________________	1.____________________
2.____________________	2.____________________
3.____________________	3.____________________

__________________________________ ________________
Credentialed School Psychologist's Signature Date

*Any exception to any of these three items should be agreed upon by the E&P/SAT/EAS team which includes the parent. Such exception shall be documented here with statement, signatures and dates.

Eligibility Requirements for Other Speech/Language Handicapped (Communication Disorders)

The following definitions and eligibility criteria are taken directly from the May 23, 1979, California regulations [CAC 5 3600(f)]:

> "Other Speech-Language Handicapped (Communication Disorders)
>
> An individual is other speech-language handicapped (communication disorders) when an eligibility and planning team determines that impairments in an individual's articulation, language, voice or fluency adversely affect the individual's educational performance. These impairments shall not be caused by an unfamilarity with the English language or to cultural differences. The following definitions apply to these impairments:
>
> (1) Articulation Disorder is defined as an abnormality according to accepted norms in the production of one or more phonemes (speech sounds); omission of phonemes, substitution of one phoneme for another, phonemic distortions, and the inappropriate addition of a phoneme.
>
> (2) Language Disorder is defined as an abnormality according to accepted norms in the acquisition, comprehension, or use (receptive and expressive language skills) of language. The disorder may involve all, one, or some combination of the phonologic, morphologic, syntactic, semantic, or pragmatic components of the linguistic system.
>
> (3) Voice Disorder is defined as the absence or abnormal production of voice characterized by defective vocal quality, pitch and/or loudness.
>
> (4) Fluency Disorder is defined as the abnormal flow of verbal expression, including rate and rhythm."

Project HAPI

ASSESSMENT CONSIDERATIONS

1. Was assessment a planned team function
2. Was more than one instrument used in assessment
3. Was assessment adequate to identify problem(s)
4. Was developmental and school history a part of assessment
5. Was all pertinent data recorded and dated
6. Were examiners competent in both oral and written skills of individual's primary language or mode of communication when those skills were necessary for conducting the assessment
7. What areas (if any) need assessing, reassessing, or further assessing
8. Were appropriate tools used to identify problems
9. Were appropriate tools correctly scored, recorded and interpreted
10. Has testing established student's:
    a. Learning rate
    b. Learning styles
    c. Learning approaches
    d. Present levels of function
11. Base goals and objectives on the results of tests. Consider:
    a. Student's rate of learning
    b. Appropriate learning modality
    c. Appropriate approach
    d. Where student is now
    e. Specific annual goals
    f. What student needs to do
    g. By what time
    h. Under what conditions
    i. As measured by who/what

    Short-term instructional objectives (f–i)

    j. Materials, equipment, strategies in terms of objectives
    k. Least restrictive environment
12. Has assessment established specific special education and related services needed?

Jean Chapman
Project Coordinator

7. DETERMINING GOALS AND OBJECTIVES

The IEP committee must determine goals and objectives for an individual. In those instances in which numerous areas of need are indicated, the most critical one(s) for development and growth must be identified and listed. From this list appropriate, annual goals can be devised and written on the IEP form.

A goal is a statement of general aims toward which the individual strives. It is broad in describing a particular skill. Goals provide a general tenor or frame of reference. They are not specific in terms of task or activity, are not time referenced, and do not identify proficiency levels.

Examples of goals are:

1. "Improve Auditory Discrimination"
2. "Develop Attending Skills"
3. "Improve Written Expression"

An objective, in contrast to a goal, is specific, telling the reader exactly what the individual is to do to accomplish the goal. An objectives describes:

1. The specific observable behavior (the task that is to be done).
2. Under what conditions the task shall be accomplished.
3. Within what time the task shall be achieved.
4. With what degree of accuracy and/or at what level of proficiency the task shall be accomplished.

An example of a short-term instructional objective for the goal (improve auditory discrimination) could be:

> "By June 1, 1979, student will show gain of at least 6 months on all auditory subtests of the Detroit Test of Learning Aptitude."

The IEP is concerned with the development of short-term instructional objectives which are written to an annual goal.

The goals and objectives are written at the same time, at least annually, by the IEP committee. At least one short-term instructional objective, and frequently more, is written for each goal. The number of objectives will be determined by the breadth of the goal and needs of the individual. The person responsible for establishing an instructional objective and the date it is established are recorded with each objective. If an established goal and/or objective needs to be altered, this revision must be accomplished by the IEP committee according to federal and state laws.

The IEP may well be the single most important provision of PL 94-142, since it is the written IEP which ultimately determines whether or not the education for an individual is indeed "appropriate" and "adequate."

The IEP committee, after having identified the strengths, needs, learning styles and learning rates of the individual, and, after having selected critical areas(s) for intervention, is charged with describing, in writing, the services to be delivered as well as the anticipated goals and objectives for the individual. The IEP must be written in the primary language of the parent(s)/guardian(s) using ordinary, understandable wording.

The "List of Educational Skills and Behaviors" on pages 61-65 are offered as guides in the selection of goals and objectives. A "List of Language Development Skills and Behaviors" can be found on pages 67 through 70.

Lists of suggested instructional objectives for articulation, language, auditory discrimination, auditory memory and pragmatics have been included on pages 71-79. to serve as guides in developing logical increments in therapy or aid in determining appropriate terminal skills.

LIST OF EDUCATIONAL SKILLS AND BEHAVIORS

This list, which contains suggestions only and is open-ended, is intended as an aid in writing IEP goals and objectives.

I. Learning Style (the way in which a student learns)

A. Visual: reading, using printed material.
B. Visual: viewing visual aids (e.g., films, pictures, filmstrips, etc.).
C. Auditory: listening to discussions, tapes and records.
D. Motoric: doing--using manipulatives.
E. Multisensory: employing all sensory input.
F. Visual-motor: viewing and doing (e.g., writing, drawing and copying).
G. Delayed responses, requires lengthened time to respond to stimulus.
H. Abstract in approach (goes quickly to symbols and generalizations).
I. Analytic (requires point by point analysis).
J.
K.
L.

II. Learning Approach

A. Practical minded; sees usefulness of certain learnings.
B. Reflective; works best in quiet and independent study.
C. Succeeds with short increment tasks (short attention span).
D. Broad in coding, sorting ideas; uses a few broad categories for classifying and storing information.
E. Precise in coding; uses fine distinctions and many precise categories.
F. Efficient in retrieval skills.
G. Flexible in ideas; adapts easily to suggestions and processes new information.
H. Rigid in ideas; tends to be dogmatic.
I. Analytic in outlook.
J. Global in outlook; quickly formulates broad overview.
K. Works best in group with thoughtful leader.
L. Imaginative: utilizes hypothesizing and "brainstorming" effectively.
M. Perservering: works at long-term assignments.

N. Responsive to intrinsic rewards; learns for fun and curiosity.

O. Delayed responses: requires lengthened time to respond to stimulus.

P. Responds to concrete reinforcers.

Q.

R.

S.

III. Academic

A. Reading

1. Emphasize decoding skills. Emphasize basic phonetic concepts.
2. Teach more advanced decoding skills (e.g., syllabication, suffixes and prefixes).
3. Expand sight vocabulary.
4. Emphasize comprehension skills.
5. Work on study techniques (skimming, finding key words, etc.).
6. Increase reading speed.
7. Encourage independent reading for enjoyment.
8. Dictionary skills.
9.
10.
11.

B. Spelling

1. Structure and teach handwriting:
   manuscript_____ cursive_____.
2. Teach writing of words with phonetic spelling.
3. Teach writing of nonphonetic words.
4. Teach ways of adding suffixes, prefixes.
5. Teach skills of "chunking."
6.
7.
8.

C. Independent Writing

1. Teach phrase writing.
2. Teach sentence structure.
3. Teach paragraph structure.
4. Teach structure and organization for factual writing.
5. Teach creative writing.
6.
7.
8.

D. Mathematics

1. Concentrate on basic math facts.

    ____addition ____subtraction

    ____multiplication ____division

    ____fractions ____decimals ____percentages

2. Work on transition from use of concrete objects as aid to working math problem.
3. Teach method of setting up math problem from a narrative. (Combine with reading skills.)
4. Emphasize practical aspects of math skills (e.g., budgeting, banking).
5.
6.
7.

E. Auditory Skills

1. Improve auditory attention and focusing skills.
2. Improve auditory discrimination and sequencing skills.
3. Improve auditory memory skills.
4. Teach child to structure and to organize what he hears.
5. Improve ability to follow oral directions.
6.
7.
8.

F. Visual Skills

1. Improve visual discrimination and sequencing skills.
2. Improve visual memory skills.
3.
4.
5.

IV. Psychomotor Skills

A. Provide gross-motor skill training.
B. Provide training in body coordination.
C. Improve eye-hand coordination.
D. Improve concepts of laterality and directionality.
E. Improve spatial concepts--body, concrete and abstract.
F.
G.
H.

V. Oral Language: General Communication Skills

A. Provide structured oral language activities.
B. Work on expansion of vocabulary.
C. Reduce errors of syntax and grammar.
D. Provide assistance in structuring and organizing thoughts.

E. Improve slurred enunciations.
F. Build basic concepts.
G. Refer to language/speech/hearing specialist.
H.
I.
J.

VI. Prevocational/Vocational Skills

A. Provide experiences to encourage self-directed activities/occupation.
B. Improve ability to initiate tasks, play, activities, etc.
C. Provide practical experience (e.g., in running errands, setting table, doing routine chores).
D. Provide experiences that lead to remunerative work.
E. Provide experiences in using leisure time profitably.
F. Provide a program to increase efficiency in following system or program of work.
G. Provide experiences to discuss current events, general news, sports, etc. with some continuity.
H. Provide experiences and skills in money transactions.
I. Provide opportunities to promote/engage in civic activities, etc.
J.
K.
L.

VII. Social Adaptation/Emotional Development

A. Improve relationships with peers.
B. Develop techniques to aid in impulse control.
C. Develop independence.
D. Develop self-confidence.
E. Develop awareness and acceptance of own limitations.
F. Improve stability after a crisis.
G. Modify verbal aggressions which lead to negative reactions.
H. Improve ability to distinguish between acceptable and nonacceptable techniques of manipulating people.
I. Develop ability to accept criticisms as necessary to improvement.
J. Develop ability to accept consequences of one's acts.
K. Develop ability to participate in activity with another child (or children).
L. Improve ability to forget grudges and forgive others.
M.
N.
O.

VIII. Self-Help Skills

A. Build concepts of appropriate response to hazardous situations.

B. Build skills for independent self-care (e.g., toileting, dressing, eating, bathing, grooming, etc.).

C. Provide experiences to develop ability to move about environment independently (e.g., room, yard, neighborhood, town, distant places, etc.).

D. Develop ability to use telephone.

E. Build skills in caring for own health.

F. Develop skills to assume personal responsibility, stressing judgment and foresight.

G. Improve ability to handle money expenditures.

H. Improve social skills (e.g., sharing, performing for others, etc.).

I.

J.

K.

LIST OF LANGUAGE DEVELOPMENT SKILLS AND BEHAVIORS

Severe Disorders of Language/Including Aphasia, Other Speech/Language Handicapped (Communication Disorders); and Hearing Impaired

This list, which contains suggestions only and is open-ended, is intended as an aid in writing goals and objectives for the IEP.

I. Phonology
   A. Receptive (Auditory Acuity - aided/unaided - supports acquisition of language)
      1. Improve skills of auditory attention to speech sounds.
      2. Improve skills of selective attention.
      3. Improve skills of auditory discrimination.
      4. Improve skills of auditory memory.
      5. Improve ability to associate speech sounds with symbol.
      6.
      7.
      8.
   B. Expressive
      1. Provide therapy leading to correct production of target sound(s).
      2. Improve ability to blend sounds.
      3. Improve ability to imitate and repeat variations in pitch.
      4. Improve ability to imitate rhythm patterns.
      5. Improve ability to relate sound system to spelling systematically.
      6. Improve ability in graphic skills.
      7. Improve skills of closure.
      8.
      9.
      10.

II. Morphology

A. Receptive

1. Improve accuracy in demonstrating comprehension of determiners.
2. Improve accuracy in demonstrating comprehension of possessives.
3. Improve accuracy in demonstrating comprehension of interrogative, declarative and exclamatory expressions.
4. Increase vocabulary of descriptive words.
5.
6.
7.

B. Expressive

1. Provide stimulation to elicit vocalization (vocal play/jargon/echolalia).
2. Increase correct usage of determiners/possessives/adjectives/locators/plurals, etc.
3. Improve ability to repeat a sentence of greater numbers of syllables.
4. Increase ability to use descriptive words.
5.
6.
7.

III. Syntax

A. Receptive

1. Improve ability to understand connected speech (as opposed to one word).
2. Improve ability to understand question forms.
3. Improve ability to comprehend "if"/"so"/"because."
4. Improve discrimination between complete and incomplete sentences.
5. Improve ability to understand passive construction. (He went.)
6. Improve ability to distinguish between question and statement forms.
7.
8.
9.

B. Expressive

1. Improve ability to echo phrases and sentences heard.
2. Improve ability to lengthen and/or expand sentences.
3. Improve ability to use models.
4. Improve ability to initiate and use question forms.
5. Improves ability to use conjunction (e.g.,"if," "so," "because").
6. Improve ability to form correct subject, verb, object order orally.
7. Improve ability to use question transformation.
8. Improve ability to write sentences grammatically correct.
9.
10.

IV. Semantics

A. Receptive

1. Improve ability to respond to single words.
2. Improve ability to respond to connected speech when it is accompanied by a gesture.
3. Improve vocabulary skills.
4. Improve comprehension of size conservation.
5. Improve recall of specific word order in stories.
6. Improve comprehension of time/distance/direction/space.
7. Improve ability to comprehend increasingly complex questions.
8.
9.
10.

B. Expressive

1. Develop gesture and/or pantomime language.
2. Improve ability to imitate and/or use onomatopoetic sounds/words/phrases, etc.
3. Increase spoken/written vocabulary.
4. Increase ability to make broad categorizations.
5. Increase ability to express accurately information relating to time/distance/direction/space.
6. Improve ability to verbalize relationships.
7. Improve ability to form questions and answers regarding specific events, places, persons, etc.
8. Improve ability to make abstract relationships through listening, speaking, reading.
9. Improve fluency.
10.
11.
12.

V. Pragmatics

A. Receptive

1. Improve attention to source/sender of message.
2. Build skills to indicate readiness/nonreadiness for information.
3. Develop skills in understanding directions.
4. Develop skills to indicate information has been understood; is sufficient; is insufficient.
5. Develop skills to monitor accuracy of own understanding (e.g., checks with sender of message).
6. Improves skills in seeking clarification of message received through using specific interrogatives.
7. Develop ability to shift from role of receiver to role of sender (turn-taking in communication).

8. Improve attention span and skills to permit them to fit length of message.
9.
10.
11.

B. Expressive

1. Develop skill of obtaining receiver's attention before sending message.
2. Improve ability to designate the intended receiver of message (e.g., names of person(s), audience, etc.).
3. Develop skills in giving complete, explicit information.
4. Improve monitoring skills regarding how well listener has understood message.
5. Develop skills in adapting or changing message when listener has not understood.
6. Develop skills in chunking information to clarify communication.
7. Improve ability to add details--add information.
8. Develop strategies such as pointing, gesturing, pantomiming when verbal message isn't received.
9.
10.
11.

SUGGESTED INSTRUCTIONAL OBJECTIVES

ARTICULATION

(1.0)

1.1 In _____weeks, when presented with a verbal list of 20 phonemes paired with the target phonemes, student will identify the ___________ phoneme with _____% accuracy as measured by the specialist.

1.2 By ______, when presented with a verbal list of 20 correct and incorect productions of the _________ phoneme, student will identify the correct and incorrect productions with _____% accuracy as measured by the specialist.

1.3 By _____, when presented with a verbal list of 20 correct and incorrect productions of the _________ phoneme in all positions of words, student will identify the correct and incorrect productions with _____% accuracy as measured by the specialist.

1.4 By ______, when presented with a verbal list of 25 words having the __________ phoneme in either the initial, medial or final position, student will identify the correct position with _____% accuracy as measured by the specialist.

1.5 By ______, when presented with visual, auditory, kinesthetic and tactile cues, student will produce an acceptable ________ phoneme with _____% accuracy as measured by the specialist and students. (50 correct productions)

1.6 By ______, student will acceptably articulate the ________ phoneme in CV syllable with ______% accuracy as measured by the specialist and student. (50 correct productions)

1.7 By ______, student will acceptably articulte the _______ phoneme in VC syllable with ______% accuracy as measured by the specialist and student. (50 correct productions)

1.8 By ______, student will acceptably articulate the ________ phoneme VCV syllable with ______% accuracy as measured by the specialist and student. (50 correct productions)

1.9 By ______, student will acceptably articulate the ________ phoneme in the initial, medial and final position of nonsense syllables with ______% accuracy as measured by the specialist and student. A list of 20 printed and/or 20 verbal nonsense syllables will be presented.

1.10 By ______, student will acceptably articulate the _________ phoneme in the initial position of 20 printed and/or 20 pictured and orally presented words with ______% accuracy as measured by the specialist and student.

1.11 By ______, student will acceptably articulate the _________ phoneme in the final position of 20 printed and/or 20 pictured and orally presented words with ______% accuracy as measured by the specialist and student.

1.12 By ______, student will acceptably articulate the _________ phoneme in the medial position of 20 printed and/or twenty pictured and orally presented words with ______% accuracy as measured by the specialist and student.

1.13 By ______, student will acceptably articulate the __________ phoneme in randomly selected positions of 20 printed and/or 20 pictured and orally presented words with ______% accuracy as measured by the specialist and student.

1.14 By ______, student will acceptably articulate the ___________ phoneme while reading and/or repeating 20 sentences (phoneme in all positions) with ______% accuracy as measured by the specialist and student.

1.15 By ______, student will acceptably articulate the ___________ phoneme in a controlled sample of conversational speech with ______% accuracy as measured by the specialist and student. (Minimum sample: five minutes)

SUGGESTED INSTRUCTIONAL OBJECTIVES

LANGUAGE

(2.0)

2.1 By __________, student will sort, according to class and function, pictures of familiar objects in his environment with _________% accuracy.

2.2 By __________, given verbal instructions, student will sort pictures (or objects) according to physical characteristics (specify shape, size, color or material) with __________% accuracy.

2.3 By __________, given oral directions, student will denote position in space by acting out appropriate actions with _________% accuracy.

2.4 By __________, student will name pictures of familiar objects and describe their function with _________% accuracy.

2.5 In __________ weeks, student will respond to questions given basic information (name, address, birthdate, etc.) about himself with ________% accuracy.

2.6 In __________ weeks, student will give correct antonym for _________ words with __________% accuracy.

2.7 In __________ weeks, student will, in response to questions, use appropriate terms denoting time relationships with _________% accuracy.

2.8 In __________ weeks, student will label/describe his feelings and/or feelings of others in response to oral questions with appropriateness as determined by teacher judgment.

2.9 By __________, student will use basic grammatical stuructures (e.g., pronouns, verb tenses, descriptors, etc.) with ________% accuracy.

2.10 Student will express self, using affirmative, negative and interrogative patterns where appropriate. After ________ weeks of instruction with ___________% accuracy as charted by teacher.

2.11 By __________, student will use (specified) social idiomatic speech appropriately as judged by teacher questionnaire and recorded responses.

2.12 By __________, student will retell __________ main events of a story in correct sequence with _________% accuracy.

2.13 By __________, student will state major aspects of each season correctly per teacher judgment.

2.14 By __________, student will name three months associated with each season with __________% accuracy.

SUGGESTED INSTRUCTIONAL OBJECTIVES

AUDITORY DISCRIMINATION

(3.0)

3.1 By __________, student will evidence understanding of "same" and "not same" concept using environmental sounds (phonemes, words, etc.) with __________% accuracy on 20 trials.

3.2 By __________, student will designate environmental object (picture, person, etc.) responsible for making particular sound on tape with __________% accuracy given 20 trials.

3.3 By __________, student will identify taped speech sounds from animal sounds with ________% accuracy given 25 trials.

3.4 By __________, student will choose two correct rhyming words when presented in series of three words with ________% accuracy given 20 trials.

3.5 By __________, student will identify words with the same beginning sounds with ___________% accuracy given 30 trials.

3.6 By __________, student will identify differences in paired words with like/unlike initial consonants with ________% accuracy on 20 trials.

3.7 By __________, student will identify difference in paired words with like/unlike vowels with ________% accuracy on 25 trials.

3.8 By __________, student will identify initial, medial and final positions of ___________ phoneme in words with _________% accuracy given 50 trials.

SUGGESTED INSTRUCTIONAL OBJECTIVES

AUDITORY MEMORY

(4.0)

4.1 By __________, student will recall and reproduce verbally presented order of phonemes (letters, syllables, related words, unrelated words, etc.) in a series of __________ with __________% accuracy on 15 trials.

4.2 By __________, student will recall and reproduce a series of __________ digits (letters, foods, etc.) with __________% accuracy on 20 trials.

4.3 By __________, student will reproduce a simple rhythmic pattern with _______% accuracy on 10 trials.

4.4 By __________, student will reproduce a complex rhythmic pattern with ______% accuracy on 10 trials.

4.5 By __________, student will name the days of the week in correct sequence.

4.6 By __________, student will name the months of the year in correct sequence.

4.7 By __________, student will recite ________ nursery rhymes with _________% accuracy.

4.8 By __________, student will recite the Pledge of Allegiance in its entirety correctly.

SUGGESTED INSTRUCTIONAL OBJECTIVES

PRAGMATICS

(5.0)

5.1 By__________, student will increase the use of eye contact when speaking with adults 8 out of 10 times as measured by specialist.

5.2 By__________, student will increase ability to ask (instead of using gestures) adult speaker to clarify communication 8 out of 10 times as measured by specialist.

5.3 By__________, student will use polite conventions with peers and adults 8 out of 10 times as charted by specialist during role playing situations.

5.4 By__________, student will use proper speech volume in the classroom 80% of the time as judged (evidence on tape recorder) by speech/language specialist.

5.5 By__________, student will decrease interjecting opinions while others are talking by 50% as measured during speech activities by the speech/language specialist.

5.6 By__________, student will increase talk to give information to recall 75% of the facts by retelling a short story as measured by specialist.

5.7 By__________, student will defer from blaming others for interfering with his success of activities 50% (by reinacting his activities prior to the problem) as charted by teacher and parents.

5.8 By__________, student will decrease his mumbling when talking with adults 50% of the time as charted by teacher and parents.

5.9 By__________, student will increase the ability to state two positive things about himself at the end of the day as judged by teacher.

5.10 By__________, student will increase ability to monitor what others have said by listing on board 75% of what others have said in language group situations as measured by specialist.

5.11 By__________, student will use prosody skills when reading as opposed to just speaking 75% of the time as evidenced on Language Master Cards.

STEP 8. SELECTION OF INTERVENTION MATERIALS

A wide variety of current commercial materials containing logical increments of development for implementing the goals and objectives in the IEP are available. A matrix describing such materials is found in part III of this handbook. The special education teacher/specialist must necessarily select and adapt those materials, and devise functional techniques and strategies which will ultimately determine whether or not the education is "appropriate" and "adequate" for each individual student.

To select instructional materials, programs and strategies prudently requires that judgments be based on assessment data related directly to the goals and objectives of the IEP. The Assessment Analysis form provides a guide for choosing these instructional resource possibilities.

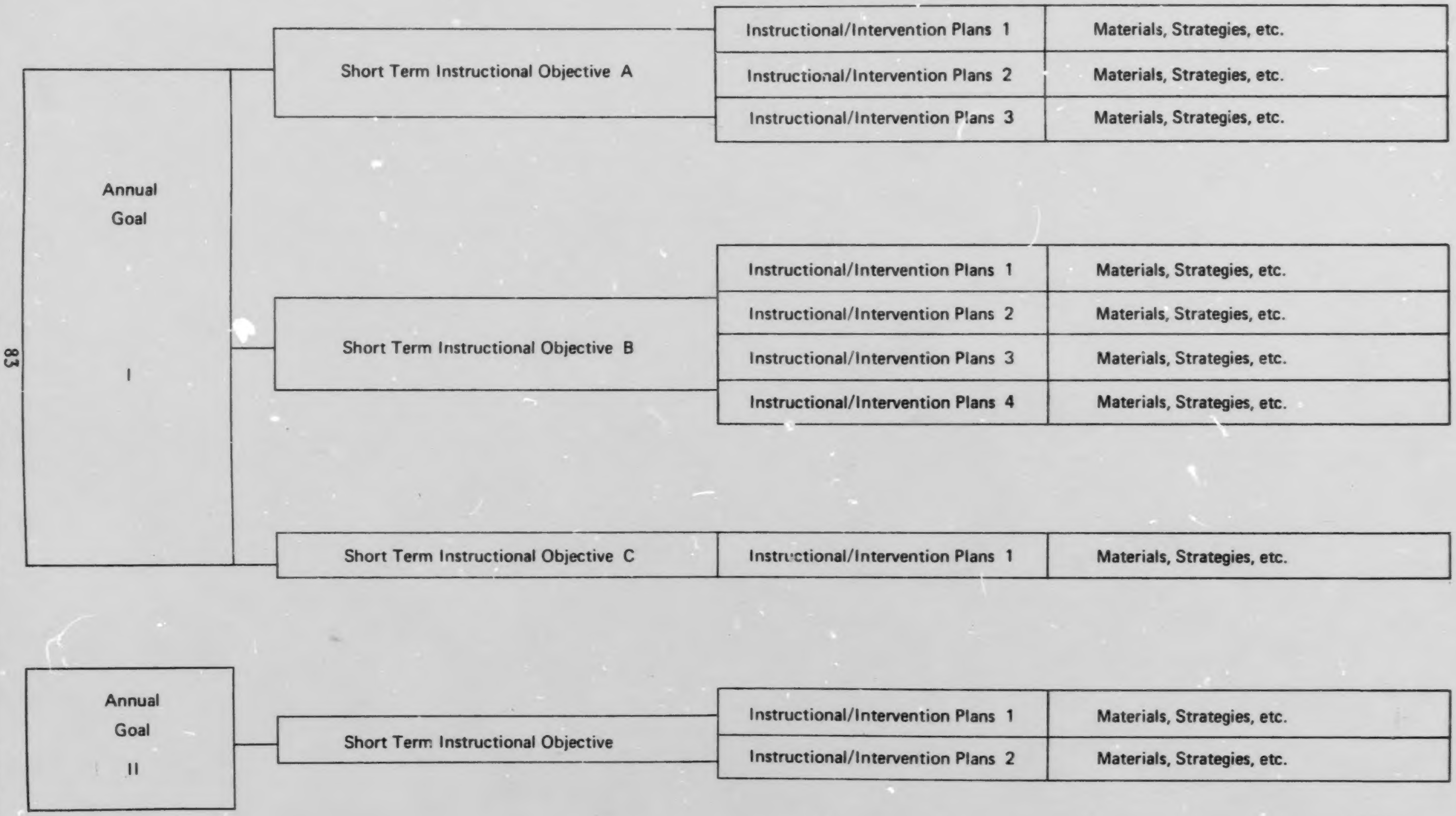
Special education teachers/specialists of the individual are charged with developing and periodically reviewing the activities for each individual. This implies a documentation of intervention strategies and media needed to accomplish the goals and objectives written on the IEP. To aid in such planning the matrix in part III of this handbook lists commercial intervention materials. Following the matrix, a section containing a collection of unpublished instructional techniques and materials is included.

Periodic informal reviews with parents monitoring student progress and achievement should occur and be documented. The diagram on the following page illustrates, in a schematic fashion, the relationship between goals and objectives and the relationship between the IEP and the planned intervention by the person responsible for establishing and implementing the goals and objectives.

A SCHEMATIC PLAN FOR DEVELOPING IEP GOALS AND OBJECTIVES

Individualized Education Program
Planned and written, at least annually,
in E&P committee

Instructional and Intervention Plans
Planned and written at intervals by responsible teacher/
specialist. Committee and approval not required.


Annual Goal I
Short Term Instructional Objective A
Instructional/Intervention Plans 1
Materials, Strategies, etc.
Instructional/Intervention Plans 2
Materials, Strategies, etc.
Instructional/Intervention Plans 3
Materials, Strategies, etc.
Short Term Instructional Objective B
Instructional/Intervention Plans 1
Materials, Strategies, etc.
Instructional/Intervention Plans 2
Materials, Strategies, etc.
Instructional/Intervention Plans 3
Materials, Strategies, etc.
Instructional/Intervention Plans 4
Materials, Strategies, etc.
Short Term Instructional Objective C
Instructional/Intervention Plans 1
Materials, Strategies, etc.
Annual Goal II
Short Term Instructional Objective
Instructional/Intervention Plans 1
Materials, Strategies, etc.
Instructional/Intervention Plans 2
Materials, Strategies, etc.

STEP 9. THE E&P COMMITTEE MEETING

The coordinator of the assessment team will have assigned duties in establishing timelines, planning and documenting assessment, coordinating team responsibilities and scheduling the E&P meeting as determined by the local educational agency. Procedures differ in Master and Non-Master Plans but must comply with federal and state laws.

Federal and state laws have given parents the right to participate in the development of the IEP as decision makers on an equal basis with every other assessment team member. This right means that the IEP is not written prior to the meeting but it does not prevent members from having written suggestions ready. Where assessment has resulted in confusing or inconclusive data, or when previous school records are unavailable, it is appropriate to schedule more than one meeting to develop the IEP, including all required participants. Such a meeting was indicated for the fictitious student, John Pauls. The goals of such a meeting to which the parents are invited to participate, are:

1. To summarize the outcomes of assessment.
2. To define specific learning needs.
3. To consider eligibility criteria based on state regulations.
4. To determine time and place for the team meeting to write the IEP and determine eligibility.
5. To prepare and deliver parental notification of the IEP committee.

When a meeting as described above occurs, a written report of the meeting should be delivered to the parents. Such a report form, one blank and one completed for John Pauls, can be found on the following pages.

The writing of the IEP is the task of a multidisciplinary team, which includes the parent and certain required team members (see appendix B). This meeting is for the express purpose of writing the IEP for a student entering or continuing in special education based on assessment outcomes. Certain decisions must be made:

1. Define present levels of function.
2. Establish eligibility for special education services.
3. Determine and state annual goals based on assessment data.

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4. Determine placement options based on placement procedures specific to Master Plan or Non-Master Plan districts
5. Decide appropriate placement, related services, the extent to which a student will participate in regular education and what support/ancillary services may be needed
6. Develop short-term instructional objectives for each annual goal
7. Obtain written parental consent for placement

In the event a student does not require special education services, a statement of disposition is prepared by the team. This statement sets forth the reason for the team's decision and forwards it to the referral source.

Finally, arrangements are made to place the student as determined by the team. These arrangements could include transportation, preparation of receiving teacher and class members; and, where appropriate,a gradual phase-in plan to assist the student in making the transition to new placement.

The assessment committee, whether SAT, EAS or E&P, to insure effective and efficient functioning at the IEP committee needs to establish specific procedures for committee functioning. This could include the preparation of an agenda, appointing one team member to act as recorder and actually complete the writing of the IEP at the meeting and determining the team member to chair the meeting to keep it on target.

The completed IEP for the fictitious John Pauls can be found on page 91. In this case, the special education placement was a self-contained educationally handicapped program with speech and language therapy designated as a related service. The goals and objectives for speech and language therapy appear on A of page 3 on the IEP and are a part of the total IEP. All goals, regardless of the person or source responsible for implementation, appear on one IEP. At no time, does one child have more than one IEP.

Additional model IEP's for Severe Disorders of Language, Including Aphasia and Speech/ Language Handicapped (Communicative Disorder) appear in appendix A.

ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION

Date ______________________ Name ______________________

School ______________________ Grade ______________________

Dear ______________________:

A request has been received by the Eligibility and Planning Team (E&P) to meet on

______________ at ______________ a.m. / p.m. located at ______________________
(date) (time) (place)

for the reasons listed below:

1. Proposed action: ______________________
2. Reasons for proposal: ______________________
3. Options considered: ______________________
4. Reasons for rejection of options: ______________________
5. Assessment procedures used: ______________________
6. Records considered: ______________________
7. Other factors: ______________________

Form 628 – I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE – Project Coordinator
CANARY – Agency File
PINK – Originator

Your presence is requested at this meeting. *You must notify this office if you do not plan to attend.*

You may wish to invite one of the following to this meeting to represent your child and/or provide additional information that could aid the committee: i.e., social worker, teacher, psychologist, optometrist or teacher. If you do so wish, please complete the section below. Only the person(s) you have authorized may participate in this meeting. It is important that you understand that the district DOES NOT have authorization or funds to pay you or your representative(s) at this time.

- -

I give my consent for the following to attend the E&P meeting and authorize them to speak in behalf of my child:

Name ______________________________ Address ______________________________

Relationship to student ______________________ ______________________________

Name ______________________________ Address ______________________________

Relationship to student ______________________ ______________________________

I/we, the parent(s)/guardian(s) of the above student WILL _____ WILL NOT _____ attend the meeting.

______________________________ ______________________________

Parent/guardian signature *Date*

______________________________ ______________________________

Parent/guardian signature *Date*

- -

Please sign the above statement and return to:

____

____

Thank you.

Form 628 – I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
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ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION

FICTITIOUS

Date *8-28-77* Name *John Pauls*

School *Webster* Grade *5*

Dear *Mr. and Mrs. Pauls*:

A request has been received by the Eligibility and Planning Team (E&P) to meet on

9-1-77 (date) at *2:30* (time) XXX. p.m. located at *Conference Room - Webster School* (place)

for the reasons listed below:

1. Proposed action: *To meet and determine placement in special education and develop Individualized Education Program.*

2. Reasons for proposal: *Based on the assessment data and review by the evaluation team specific special education is indicated for John.*

3. Options considered: *Self-contained special day class for the educationally handicapped.*

4. Reasons for rejection of options: *John's current needs indicate the most appropriate placement is with a special class.*

5. Assessment procedures used: *Procedures used were those indicated on the assessment plan for which you gave consent.*

6. Records considered: *Information from parents, child's school work and assessment and screening results.*

7. Other factors: *John's expressions for wanting special help.*

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FICTITIOUS

Your presence is requested at this meeting. *You must notify this office if you do not plan to attend.*

You may wish to invite one of the following to this meeting to represent your child and/or provide additional information that could aid the committee: i.e., social worker, teacher, psychologist, optometrist or teacher. If you do so wish, please complete the section below. Only the person(s) you have authorized may participate in this meeting. It is important that you understand that the district DOES NOT have authorization or funds to pay you or your representative(s) at this time.

- -

I give my consent for the following to attend the E&P meeting and authorize them to speak in behalf of my child:

Name ______________________ Address ______________________

Relationship to student ______________________ ______________________

Name ______________________ Address ______________________

Relationship to student ______________________ ______________________

I/we, the parent(s)/guardian(s) of the above student WILL _____ WILL NOT _____ attend the meeting.

______________________ ______________________

Parent/guardian signature *Date*

______________________ ______________________

Parent/guardian signature *Date*

- -

Please sign the above statement and return to:

Ms. Lee Kidd
Webster School
Champagne CA 97291

Thank you.

Lee Kidd

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Project HAPI

CHECKLIST FOR EVALUATING THE IEP

All items on the HAPI IEP form require a response.

_____1. Personally identifiable information legible and accurate.

- _____a. Student name
- _____b. Birthdate
- _____c. Chronological age
- _____d. Personal identifier
- _____e. Sex
- _____f. Number previous years enrolled in school
- _____g. Date of initial enrollment in special education
- _____h. Grade
- _____i. Date of meeting
- _____j. Parents
- _____k. Phone
- _____l. Address
- _____m. Native language of pupil, and
- _____n. How determined
- _____o. Native language of home
- _____p. School district of residence

This information may be completed on IEP prior to E&P meeting.

E&P chairperson should confirm accuracy of this information prior to IEP consideration, decisions and writing of IEP in committee.

_____2. Indicate present levels of function (state "age appropriate" where no need exists. Where needs exist, use statement rather than test scores).

- _____a. Communication/language
- _____b. Academics
- _____c. Social adaptation/emotional development
- _____d. Prevocational/vocational skills
- _____e. Self-help skills
- _____f. Learning Style (Modality)
- _____g. Learning approach
- _____h. Health status

See suggestions in handbook.

These items may be completed prior to writing of goals, objectives, programs and services needed, when more than one planning meeting is indicated. This information should be available from assessment analysis compilation.

_____3. Annual goals based directly on assessment findings state general aims.

_____4. Short-term instructional objective(s) written fulfill each annual goal. Specify time, observable behavior, evaluation conditions and criteria.

  _____a. Document person responsible for implementing (not mandated but recommended).

  _____b. Date objective established.

_____5. Rationale for placement (statements require specificity and must reflect all areas of need).

  _____a. Functional description describes educational need(s) in understandable language.

  _____b. Specific special education to be provided--designates specially designed programs based on goals, including special physical education and/or vocational programs.

  _____c. Related services to be provided describes additional services required to fulfill goals and objectives.

  _____d. Special material/equipment to be provided by school district to meet goals and objectives.

  _____e. Provision(s) for possible transition into regular class placement permits flexibility to move toward least restrictive environment.

  _____f. Rationale for least restrictive environment gives reason for recommended placement.

_____6. Establish (for this IEP implementation) specific:

  _____a. Teacher

  _____b. School

  _____c. Special program

  _____d. Date of initial enrollment in special education.

  _____e. Project date of placement (note exception).

  _____f. Anticipated date of placement.

  _____g. Career/vocational education program

  _____h. Extent of regular class placement (percent of time on weekly basis).

  _____i. Physical education program

_____7. Secondary level graduation requirements.

_____8. Determination of extended school year services (specificity need).

_____9. Participating IEP committee members (in attendance) signature and date document the statement of compliance with legislation in referral, assessment, IEP development and special education placement processes.

_____10. Written parental consent to placement as specified documented.

_____11. Informed voluntary acknowledgement of receipt and understanding of rights and protections documented.

_____12. IEP is legible in entirety.

Draft No. 7: 5-23-79
Project HAPI

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student *John Pauls* BD *1-18-68* CA *9-6*

Personal Identifier *SS #: 526-38-9064* Sex *Male*

Teacher *A. Bee* No. Yrs. Enrolled in School *5* Grade *5*

School *Webster* Special Program *EH*

Date of Initial Enrollment in Special Education *9-1-77* *Projected Date of Placement *9-1-77* Anticipated Duration of Placement *1977-78*

Career/Vocation Education Program *Develop independent living skills: CARE Curriculum*

Extent of Regular Class Placement *10* % P.E. Program *Regular*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Articulation disorder; auditory processing deficit.*

Academics: *All academic areas show 2-3 year lag.*

Social Adaptation/Emotional Development: *Area of need: social communication.*

Psychomotor: *Visual-motor skills below 7 year level.*

Prevocational/Vocational Skills: *Area of need: time, direction distance, laterality concepts.*

Self-Help Skills: *Area of need: independent living skills*

Learning Style (Modality): *Multisensory.*

Learning Approach (e.g., reflective, persistent, etc.): *Socially perceptive. Reflective. Delayed response. Practical minded.*

Health Status: *Hearing and vision within normal limits. Pattern of absences due to continued upper-respiratory congestion indicate need for medical/nutritional/physical evaluation.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):

No delay.

Date of Meeting *September 1, 1977*

Parents *Jim and Mary Pauls* Phone *829-4310*

Address *88 "A" Stree, Champagne CA 923456*

Native Language of Pupil *English* How Determined *Parent report.*

Native Language of Home *English* School District of Residence *Champagne*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Virtually nonreader but developing beginning phonic word attack skills. Basic language concepts at concrete 3-dimensional level showing need to progress to 2-dimensional paper/pencil tasks. John presents specific learning disabilities with speech/language disorders.*

Specific special education to be provided:

Intervention at level of success combining reading, writing, and spelling is indicated. Math assessment shows need for manipulative materials. Special class placement for specific learning disabilities is indicated in a self-contained class.

Related services to be provided:

Speech and language therapy to interface with academic intervention.

Special material/equipment to be provided:

CARE Curriculum to initiate prevocational skills.

Provision(s) for possible transition into regular classroom program:

Regular class placement for participating in field trips and creative arts is to be initiated as John's ability to function in a larger class setting develops.

Rationale for Least Restrictive Environment:

John's academic and social/emotional needs currently preclude extended regular class placement. Special class placement is appropriate. Physical education shall be with a regular class.

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

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PINK—Originator

Student *John Pauls* **Page 2 of 3**

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^{XX} sign below:	Date
Mary Pauls Parent/designee signature	9/1/77
Jim Pauls Parent/designee signature	9/1/77
Student signature	
George Teller Special education administrator/designee signature	9/1/77
Dan Camp Regular education teacher signature	9/1/77
Mona Storm *School psychologist signature	9/1/77
XX L. Kidd *Language, speech, and hearing specialist signature	9/1/77
C Bridge School nurse signature	9/1/77
Q. Bee Special education teacher signature	9/1/77
Interpreter signature	
Other signature (specify)	
Other signature (specify)	

*Has evaluated pupil

^{XX}Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Not a requirement for elementary level students.

Determination of extended school year services (CAC 3306(e)):

Services will be mutually agreed upon by school and parents as determined by John's parents and teacher.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Educationally Handicapped Class
Specified Special Education Placement

Mary Pauls — Parent/designee signature — Date 9/1/77
Jim Pauls — Parent/designee signature — Date 9/1/77

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Mary Pauls — Parent/designee signature — Date 9/1/77
Jim Pauls — Parent/designee signature — Date 9/1/77

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Draft No. 7: 5-23-79
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Student *John Pauls*

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Improve academic skills.	*A. By June 1978, John will demonstrate reading achievement at level 14 in the new MacMillian Reading Program as measured by the reading level tests.* Person responsible *Ann Bee* Date established *9-1-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	B. By June 1978, John will show mastery in mathematics at level II of computation, concepts and applications in the Chula Vista Diagnostic Math Program. Person responsible *Ann Bee* Date established *9-1-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	C. By June 1978, correlating writing and spelling with instruction in reading and using a multisensory approach, John will reproduce from memory a series of 5-letter words with 80% accuracy by teacher tests. Person responsible *Ann Bee* Date established *9-1-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
II. Develop independent living skills.	*A. By June 1978, John will identify people who work, whey they work and who are wage earners. These will be related to particular attitudes and skills necessary to a paying job. Assessment by teacher.* Person responsible *Ann Bee* Date established *9-1-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
III. Correct articulation errors.	*A. By June 1978, John will produce phoneme /R/ correctly in all positions in situational conversation with 90% accuracy as measured by SWRL Diagnostic.* Person responsibile *Lee Kidd* Date established *9-1-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
IV. Improve receptive and expressive skills using basic concepts of time, direction, laterality and judgment.	*A. By June 1978, John will demonstrate comprehension of 50 basic concepts, (Boehm) and formulate a sentence using each concept with a paper/pencil task with 90% accuracy as assessed by clinician observation.* Person responsible *Lee Kidd* Date established *9-1-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed

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*CAC Title 5 – 3307

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Project HAPI

Student John Pauls

Page 4 of 4

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
IV. Continued.	B. By June 1978, John will complete Program One, "Perceptual Communication Skills" with 90% accuracy based on clinician observation and completion of workbook tasks. Person responsible Lee Kidd Date established 9-1-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
V. Improve retrieval skills.	A. By June 1978, John shall complete successfully the consonant and vowel workbooks at level 16 of the Phono-Visual materials with 90% accuracy as measured by clinical evaluation. Person responsible Lee Kidd Date established 9-1-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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San Diego County 6-79

*CAC Title 5 – 3307

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STEP 10. IMPLEMENTING THE IEP

The IEP shall be implemented as soon as possible but no later than 20 school days after written parental consent to placement has been obtained. No IEP can be implemented without written parental consent to placement. An exception to this 20 day time requirement, where an appropriate placement cannot be made within this time, the reason for the delay and a projected date for placement shall have been stated in the IEP.

Each school district is charged with making the school climate receptive to the child. Ongoing measurement of progress is imperative. As changes take place they should be measured or observed and recorded. To make effective program decisions, progress should be monitored frequently and changes should be made whenever it is evident that student progress differs from the anticipated rate. Written district policies and procedures provide for the personnel responsible for and the manner in which the implementation is followed and monitored. These procedures include the process for a teacher to follow in obtaining a special review of the appropriateness of a child's placement.

In the event a student transfers into a district from another district in which he had special education placement or services, the administrator may place the child in a comparable placement for 30 days, even without complete documentation. However, before this period has expired the placement must be reviewed by the assessment team and a final recommendation shall be made according to law.

Project HAPI
Draft #7: 7-1-79

Instructional and Activities Plan

FICTITIOUS

Student *John Pauls* BD *1-18-68* CA *9-7* School *Webster* Teacher *A. Bee* Date Enrolled *9-1-77* Date *9-15-77*

Person Responsible *L. Kidd* Learning Style *Multisensory* Learning Approach *Practical minded. Socially perceptive, reflective, delayed response.*

Annual Goals	Short-Term Objectives	Instructional Objectives	Intervention Materials/Activities	Monitoring/Reviewing of Objectives
III	*A*	*1. In three weeks, when presented with a verbal list of 25 words having the /R/ phoneme in either initial, medial or final positions, John will identify the correct position with 85% accuracy as measured by specialist.* *2. In six weeks, when presented with visual, auditory, kinesthetic and tactile cues, John will produce an acceptable /R/ phonome with 90% accuracy as measured by both John and specialist. (50 correct productions)* *3. In nine weeks, John will acceptably articulate the /R/ phoneme in CV syllables with 85% accuracy as measured by John and specialist. (50 correct productions)*	*SWRL Articulation Program* *Adapt "Switch" sound blending game* *Training tapes* *Teacher prepared "Baseball Game"* *Speech-Sound Cards*	Date _____ Achieved _____ Reviewed _____ Revised _____ Parent Informed
IV	*A*	*1. In six weeks, John will demonstrate comprehension of 25 basic concepts with 85% accuracy based on specialist's observation.* *2. In nine weeks, John will formulate sentences using basic concepts one through 25 with appropriate meaning with 75% accuracy based on specialist's measures.*	*Hazel Bright's materials* *MEST materials (adapt)* *MWM Kit* *Boehm Resource Guide for Basic Concept Teaching (Kit)*	

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Project HAPI

Student *John Pauls* *FICTITIOUS*

Annual Goals	Short-Term Objectives	Instructional Objectives	Intervention Materials/Activities	Monitoring/Reviewing of Objectives
IV	*B*	1. *In six weeks, John will have completed the first 18 levels in Perceptual Communication Skills program with 85% accuracy as measured by specialist's evaluation.*	*Perceptual Communication Skills (Selma Herr)* *Specialist-made auditory training tapes*	Date _____Achieved _____Reviewed _____Revised _____Parent Informed
		2. *In nine weeks, John will have completed levels 19-27 in Perceptual Communication Skills program with 85% accuracy as measured by specialist.*		
V	*A*	1. *In six weeks, John shall reproduce sequence of PV consonant chart orally with 100% accuracy.*	*Phono-Visual materials* *Training tapes* *Tachitron* *Speech Sound Cards*	
		2. *In nine weeks, John shall reproduce sequence of PV consonant chart orally and graphically with 100% accuracy as assessed by specialist.*		

STEP 11. REVIEW OF THE IEP

The IEP must be reviewed at least annually or sooner if requested by a parent or a teacher, or if a pupil's placement or programming is to be changed or terminated (CAC 5 3307). A full assessment is not required for a review. However, such an assessment is mandated at least every three years that a student remains in a special education placement.

A review is necessary to determine if a pupil's progress is reasonable, and for making decisions about modifying services, program or placement changes. Annual goals and objectives must be based on what the student can do currently, what the overall development needs to be and how the pupil should be able to function at the end of the education program. To accomplish this, a new IEP is written in committee for a period of no longer than a year. The E&P committee reviewing the IEP always includes the parent and school personnel as appropriate according to federal laws and to state regulations pertaining to Master and Non-Master Plan districts.

PART II

ASSESSMENT

ASSESSMENT MATRIX A

Some of the determinations assigning appropriate areas of function for listed assessment tools are subjective, since it is difficult to isolate and designate categories other than in a somewhat general sense. Consequently, this matrix is designed to be used as a guide and the reader is encouraged to obtain further definitive information.

A blank matrix form is provided following the listed assessment tools for the inclusion of additional instruments that the reader may wish to record.

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
Adaptive Behavior Scale			X	X	X	X	X
Adult Basic Learning Examination (ABLE)		X					
Articulation Test Form				X			
Assessment of Children's Language Comprehension (ACLC)				X			
Assessment of Developmental Signs			X	X			
Auditory Capacities Observation	X			X			
Auditory Integrative Abilities Test (AIAT)	X			X			
Auditory Memory Span Test	X						
Auditory Pointing Test			X	X			
Bankson Language Screening Test (BLST)				X			
Basic Reading for Adults and Teens		X					
Behavioral Characteristics Progression (BCP)	X		X	X	X	X	X
Bilingual Syntax Measure (BSM)				X			
Boehm Test of Basic Concepts				X			
Bryngelson-Glaspey Articulation Test				X			
Carrow Elicited Language Inventory (CELI)				X			
Case History	X	X	X	X	X	X	X
Checklist for Vocal Chord Exam			X	X			
Chicago Non-Verbal	X		X		X		
Classroom Observation Checklist	X	X	X	X	X	X	X
Clinician's Handbook of Auditory Training: Kelly	X	X		X			

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
Denver Developmental Screening Test			X	X	X	X	X
Detroit Test of Learning Aptitude	X	X		X		X	
Developmental Motor Activity			X				
Durrell Analysis of Reading Difficulty		X					
Examining for Aphasia: Eisenson		X	X	X			
Expressive Language Inventory				X			
Fluency Assessment				X			
Geist Picture Inventory					X		
Goldman-Fristoe Test of Articulation				X			
Goldman-Fristoe-Woodcock Auditory Skills Battery	X			X			
Goldman-Fristoe-Woodcock Test of Auditory Discrimination	X			X			
Goodenough-Harris Drawing Test		X	X			X	
Handbook of Diagnostic Teaching: Written Language Expression		X		X			
Hannah-Gardner: Test of Verbal and Non-Verbal Language Functioning				X			
Heath Railwalking Test			X				
How I Really Feel					X	X	
Illinois Test of Psycholinguistic Abilities (ITPA)	X			X			
Inner & Receptive Language Inventory				X			
Interest Inventory	X	X		X		X	
Inventory of Language Abilities (MWM Program)				X			
Iowa Scale of Attitudes Toward Stuttering				X	X	X	

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
Key Math		X					
Language Acquisition Program (LAP)		X	X	X	X	X	X
Language of Directions: Test Forms		X		X			
Learning Style Indicator	X						
Lindamood Auditory Concept Test (LAC)	X			X			
Listening Comprehension: Spache	X			X		X	
Mecham's Speech Articulation Test				X			
Method of Evaluating Developmental Articulation (Spanish) (MEDA)				X			
Metropolitan Readiness Test	X	X	X				
Minnesota Test for Differential Diagnosis of Aphasia & Short Form Exam for Aphasia	X	X		X			
Motor Performance Inventory			X				
Muscular Control for Speech			X	X			
Northwestern Syntax Screening Test (NSST)				X			
Observed Behavior Checklist	X	X	X	X		X	X
Oral Mechanism Structure and Function			X	X			
Oseretsky Test of Motor Proficiency	X		X				
Peabody Individual Achievement Test (PIAT)		X					
Peabody Picture Vocabulary Test (PPVT)				X			
Piaget Right/Left Awareness Test			X	X			
Picture Articulation and Language Screening Test (PALST)				X			
Picture Story Test				X			

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
Piers-Harris Children's Self Concept Scale						X	
Porch Index of Communicative Ability(PICA)		X		X			
Preferred Mode of Learning	X						
Quick Call Lists	X			X			
Rating Scale: Aphasia				X			
San Diego State College Quick Assessment		X					
Screening Test for Auditory Comprehension (STACL)				X			
Sequential Testing and Educational Programming (STEP)	X	X	X	X			X
Slingerland	X	X	X	X			
Slosson Drawing Coordination Test			X				
Some Neurological Screening Items	X			X			
Speech and Hearing Evaluation: Cerebral Palsy			X	X	X	X	X
Spelling Analysis	X	X					
Spontaneous Language Sample Record				X			
Student Interview - High School						X	
Stuttering Severity Instrument: Riley				X			
Stutterer's Speech Situation Rating Scale				X		X	
Survey of School Attitudes (SSA)					X	X	
System FORE	X	X	X	X	X	X	X
Taking a Handwriting Sample	X	X	X				
Templin-Darley Screening and Diagnostic Test of Articulation				X			

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
Templin's Speech Sound Test	X			X			
Test of Auditory Comprehension of Language (TACL)				X			
Test of Written Expression				X			
The Way It Is						X	
Time Inventory		X		X			
Toronto Screening Test of Spanish Grammar				X			
Use of Home Language				X		X	X
Utah Test of Language Development	X	X	X	X			
Vineland Social Maturity Scale				X	X	X	X
Visual Motor Test of Integration (VMI)	X		X				
Wepman Auditory Discrimination Test	X			X			
Wide Range Achievement Test (WRAT)		X					
Woodcock-Johnson Psychoeducational Battery	X	X		X	X	X	
Woodcock Reading Mastery Tests		X					

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help

ASSESSMENT MATRIX B

The assessment tools in this matrix are the same as those listed in the preceding matrix and are arranged in the same order. It should be noted that some of the tests offer suggestions for procedures and materials for consideration in designing intervention.

For the purposes of this matrix criteria referenced instruments are reference tests and refer to those tools which are intended to measure a subject's development of particular skills and his personal levels of mastery. No comparison to peer population is considered in these reference tests.

Norm referenced tests, on the other hand, yield information concerning a subject's performance within a given population, emphasizing his relative standing as compared to that of his peers.

Additional matrix space is available following the author's compilation for recording information regarding the tools the reader may have added to Matrix A.

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Adaptive Behavior Scale	Gives norms for development levels for EMR, DCH, TMR. Public School Version	Forced choice questionnaire. One-to-one administration.	Open	0-adult		X	American Association on Mental Deficiency
Adult Basic Learning Examination (ABLE)	Battery constructed for adults Level I (grades 1-4); Level II (grades 5-8). Each level includes vocabulary, reading, spelling and arithmetic.	Two forms for each level. Individual test booklets. Power test. Individual or small group administration.	Open	Secondary		X	Harcourt Brace Jovanovich, Inc.
Articulation Test Form	To record articulation.	One-to-one administration.	10-15 min.	All levels	X		HAPI Handbook
Assessment of Children's Language Comprehension (ACLC)	Measures receptive vocabulary, syntax, and semantics.	Child responds to picture.	Slightly longer for distractible children 10 min.	Grades 3-7		X	Consulting Psychologists

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Assessment of Developmental Signs	Developmental Inventory of sensory-motor-functional factors, speech and language factors, intellectual factors, and personal social factors.	One-to-one administration. Examiner preparation of some items, as described. No prepared response format.	Open	Ages 3-11 years	X		H. R. Haney
Auditory Capacities Observation	Provides alternatives to audiometric testing for acuity and other auditory behaviors.	Testing should occur while child is absorbed in activity. Item H requires recorded sounds with accompanying pictures.	Open	Appropriate for the child difficult to evaluate with audiometer.	N.A.	N.A.	HAPI Handbook
Auditory Integrative Abilities Test (AIAT)	Designed as diagnostic tool in assessment of auditory perceptual disorders as they relate to language-based learning disabilities.	Individual motoric response.	Not timed	Ages 6-9 years		X	Educational Activities, Inc.
Auditory Memory Span Test	Assesses short-term memory for digits using only auditory channel as receptor.	One-to-one administration.	3 to 5 minutes	CA: 3-adult		X	HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Auditory Pointing Test	Distinguishes between span and sequence short-term memory abilities.	Cross-modal test-stimulus received auditorially with visual-motor response (pointing to picture). One-to-one administration.	10 min.	Mental age 5.0-10.11 years		X	Academic Therapy Publications
Bankson Language Screening Test (BLST)	Designed to assess expressive language in 5 categories: semantic knowledge, morphological rules syntactic rules, visual perception, auditory perception. Also includes directions for evaluating receptive language.	Scoring based only on expressive portion. Responses recorded on score sheets. Analysis recommended be made by language specialist.	25 min. Indiv. tests.	Mental age 4.0-8.0 years		X	University Park Press
Basic Reading for Adult and Teens (Jane H. Root)	Designed for adults & teenagers who have little or no competence in basic reading. Provides placement tests & master tests.	One to one admin. Diagnostic (10 levels).	Open	Teenagers & adults	X		Literacy Volunteers of America, Inc.
Behavioral Characteristics Progression (BCP)	Addresses functioning levels of behavior. Developmental objectives provide inventory.	Verbal/motoric response observation. One-to-one administration.	Open	Pre-school and up	X		Cajon Valley District

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Bilingual Syntax Measure (BSM)	Assesses (Spanish and English) receptive and expressive language. State approved test.	To score, examiner must know Spanish and English grammatical structure. One-to-one admin. Examiner records and scores responses.	10-15 minutes	Ages 3-10 years		X	Harcourt, Brace Jovanovich, Inc.
Boehm Test of Basic Concepts	Measures mastery of concepts considered necessary for school achievement. Forms A & B for pre- & post-test in English & Spanish.	Motoric response. One-to-one and small group administration Individual Test Booklets.	30-45 minutes	Grades K-2		X	Psychological Corp.
Bryngelson-Glaspey Articulation test	Assesses articulation of phoneme in all positions and in blends.	Verbal response. One-to-one administration.	10-12 minutes	Point of verbal identification of pictures upward.	X		Scott Foresman
Carrow Elicited Language Inventory (CELI)	Quantifies and identifies specific language deficiencies.	One-to-one administration. Responses recorded in phonemic notation.	5 min. to admin. 20-30 min. to score.	Grades 3.0-7.11		X	Learning Concepts

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Case History	Form provides structure for person taking information.	Individual. Requires informant.	Open	All	N.A.	N.A.	HAPI Handbook
Checklist for Vocal Chord Exam	Form requesting medical information from Otolaryngologist.	Individual.	N.A.	All	N.A.	N.A.	HAPI Handbook
Chicago Non-Verbal Exam	Measures abilities for handicapped (e.g. deaf, reading disability, bilingual) in use of English language.	Motoric response-non-language based. One-to-one or small groups. Requires special training to administer.	Open	Grades 6-Adult		X	Psychological Corp.
Classroom Observation Check-List	Gives structure & objectivity to observation of function. Rate behavior on a 1 - 5 scale.	Checklist of various behaviors. To be completed by informed observer.	Open	Grades K-12	N.A.	N.A.	HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Clinicians Handbook for Auditory Training: Kelly	Assesses ability to attend to sound, discrimination of speech sounds and auditory sequential memory.	Verbal or written. One-to-one administration or small group. Response forms provided.	Subtests vary	Ages 6-maturity	X		Alexander Graham Bell Assoc. for Deaf, Inc.
Denver Developmental Screening Test	Assesses personal, fine motor, social, adaptive, and gross motor skills.	Record sheet records response/observation at level of function.	Open	Ages 1 month-6 years	X		Ladoca Project Publishing Foundation
Detroit Test of Learning Aptitude	10 subtests: visual motor, auditory, social adjustment assessments.	Oral and written responses. One-to-one administration. Individual test booklets	Varies with tests selected	Ages 3-19 years		X	Bobbs-Merrill
Developmental Motor Activity	Identifies motor development.	One-to-one administration.	20 minutes	Ages 2 years & up	X		HAPI Handbook

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Durrell Analysis of Reading Difficulty	Analysis and evaluation in eight areas of reading	Three test levels: 1. non-reader or pre-primer 2. primary grade 3. intermediate grade	30-90 minutes	School age and up		X	Harcourt, Brace, Jovanovich, Inc.
Examining for Aphasia: Eisenson	Includes tests for aphasia and related disorders.	Observation of motoric and/or verbal responses. One-to-one administration. Response form.	Open	Early childhood-maturity		X	Psychological Corporation
Expressive Language Inventory	Assesses spoken language in developmental sequence.	Examiner provides situation and materials to elicit desired responses.	10-12 minutes	Appropriate for nonverbal/ limited speaker.	N.A.	N.A.	HAPI Handbook
Fluency Assessment	Describes fluency/ dysfluency.	(1) Observation by clinician and (2) observation by informant.	Open	All ages	N.A.	N.A.	HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Geist Picture Interest Inventory Men and Women	Identifies vocational and avocational interests. Requires minimum of language.	Test booklet. Individual. Easy to administer & score.	Open	Grades 8-12 & college		X	Western Psychological Service
Goldman Fristoe Test of Articulation	Assesses articulation in words, sentences, and stimulability subtests.	One-to-one admin. One form for three subtests.	10-15 minutes	Ages 2 years upward		X	American Guidance Service, Inc.
Goldman Fristoe Woodcock Auditory skills Battery (GFW)	Five subtests. Taped stimulus assesses discrimination in depth, auditory memory for symbols, and selective attention.	Motoric and verbal. One-to-one admin. Response form.	Pretraining of vocabulary. Subtests vary.	Ages 3.8 years-maturity		X	American Guidance Service
Goldman Fristoe Woodcock Auditory Discrimination (GFW)	Taped stimulus assesses discrimination in quiet and noise.	Motoric. One-to-one admin. Response form.	Pretraining of vocabulary 15 minutes.	Ages 3.8 years-maturity		X	American Guidance service, Inc.

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Goodenough-Harris Drawing Test	Helpful in attaining young child's general ability level. Special use with non-verbal children.	One-to-one. Paper /pencil task. May be administered in groups using essentially the same directions.	5-10 minutes	Pre-kindergarten-elementary		X	Psychological Corporation
Handbook of Diagnostic Teaching: Written Language Expression	Provides assessment. Remedial continuum. Addresses additional areas of receptive and expressive language.	One-to-one administration.	Open	Elementary grades		X	Allyn & Bacon
Hannah-Gardner: Test of Verbal & Non-verbal Language Functioning (English and Spanish)	Spanish section designed to identify Spanish speaking child demonstrating basic weakness in using language functionally. English section is designed as screening device to identify lang. deficit.	Individual admin. Test contains materials & response sheets required.	20-25 min. May be given in two settings	Mental age 3.5-5.5 years		X	Lingua Press
Heath Railwalking	Assesses motor ability as related to M.A. and etiology.	Motoric response. One-to-one administration.	15-20 min.	Ages 6-adult	X		American Journal of Psychology

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
How I Really Feel	Explores interests. Possible uses in counseling and for teacher information.	May be read to student with evaluator recording answers.	Open	Upper elementary and secondary	N.A.	N.A.	HAPI Handbook
Illinois Test of Psycholinguistic Abilities (ITPA)	Subtests: Auditory Reception Visual Reception Auditory Assoc. Aud. Seq. Mem. Visual Assoc. Visual Closure Verbal Expression Grammatic Closure Manual Expression Auditory Closure Sound Blends	Verbal and motoric response. One-to-one administration. Subtests may be selected from battery.	Open	Ages 2.4-10.3 years		X	University of Illinois Press
Inner and Receptive Language Inventory	Assesses language development based on child development studies.	Examiner provides situations and materials to elicit desired responses.	10-12 min.	Appropriate for nonverbal/ limited speaker.	N.A.	N.A.	HAPI Handbook
Interest Inventory	Assesses interests.	One-to-one administration. Examiner records responses.	5 min.	Elementary and junior high	X		HAPI Handbook

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Inventory of Language Abilities (MWM Program)	Inventory designed as a screening device for identifying language learning disabilities considering 12 areas of language function.	Individual test booklets. Teacher informant thoroughly acquainted with subject.	Varies	Grades K-3 and special classes for handicapped.	X		Educational Performance Assoc.
Iowa Scale of Attitudes Toward Stuttering	Subject rates own attitudes toward stuttering.	Individual completion of items. Some items may be deleted for use with school population.	Open	High school	N.A.	N.A.	HAPI Handbook
Key Math Diagnostic Arithmetic Test	Provides comprehensive assessment through fourteen subtests covering three basic areas: content, operations, and applications.	Requires almost no reading or writing. One-to-one administration. Response sheet provides diagnostic record.	30 min.	Pre-school through grade 6. No upper limit for remedial use.		X	American Guidance Service, Inc.
Language Acquisition Program (LAP)	Determines developmental level of language for severely retarded as well as other handicaps. Presents system of teaching a language system.	One-to-one.	Open	Mental age 1-3 years	X		Research Press

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Language of Directions: Test Forms	A programmed workbook: Language of Directions - pre- and post-tests of most frequently used directions found in current textbooks, workbooks, manuals.	Paper/pencil task. Placement Test. Forms A and B. Individual or group.	Open	Upper elementary and secondary	X		Alexander Graham Bell Assoc. for Deaf, Inc.
Learning Style Indicator	Checklist to aid in determining preferred learning style.	May be read to non-reader.	Open	Grades K-12	N.A.	N.A.	HAPI Handbook
LAC-Lindamood Test of Auditory Conceptualization	Assesses auditory functions.	Motoric response. One-to-one administration.	15-20 minutes	Grades K-12		X	Teaching Resources
Listening Comprehension: Spache Diagnostic Reading Test	Short paragraphs read to student. Comprehension questions asked. Test indicates if understanding of read or oral materials is greater. Also test of immediate recall.	Individual. Tasks are arranged in 11 grade levels.	Open	Grades 1-8.5		X	CTB/McGraw

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Mecham's Speech Articulation Test	Consonants tested in I,M, F positions. Test sentences and lists of words included. Recording forms.	Verbal. One-to-one administration.	10-12 minutes	Non-readers-readers	X		Communication Research Assoc.
Method of Evaluating Developmental Articulation (Spanish) (MEDA)	Assesses Spanish articulation: consonants, vowels, blends. 54 items.	S. responds to open-ended sentences with stimulus pictures or by imitation. One-to-one administration.	10-15 minutes	Has been used with age 3 and up.		X Manual contains 4-9 yrs. norms for San Ysidro children	San Ysidro School Dist.
Metropolitan Readiness Test	Total score includes subtest measuring visual perception and motor control, such as required in learning to write. Assesses reading and number readiness.	One-to-one and small group administration motoric response. 2 forms A & B.	Admin. in 3 sessions 60 min. total time.	K-grade 1		X	Psychological Corporation
Minnesota Test for Differential Diagnosis for Aphasia and Short Form Exam for Aphasia	Diagnostic battery function consists of subtests--selected tests applicable to particular needs suitable for some secondary students.	Verbal/motoric response. One-to-one administration.	Open (excessive)	Adult		X	Veterans Admin. Hospital

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Motor Performance Inventory	Measures locomotion and movement, manual dexterity and laterality.	Examiner provides situations and materials to elicit desired responses.	Open	Ages 1-6 years	N.A.	N.A.	HAPI Handbook
Muscular Control for Speech	Screening device.	One-to-one administration.	3 min.	All ages	N.A.	N.A.	HAPI Handbook
Northwestern Syntax Screening Test (NSST)	Screening instrument for general receptive and expressive syntactical skills.	Motor and verbal. One-to-one admin. Response form.	Open	Ages 3.0-7.11 years		X	Northwestern University
Observed Behavior Checklist	Rating scale of school behaviors.	Teacher informant.	Open	Grades 1-12	N.A.	N.A.	HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Oral Mechanism Structure and Function	Guide for careful study of speech mechanism.	Child responds on suggestion in imitation.	10 min.	All ages	N.A.	N.A.	HAPI Handbook
Oseretsky Test of Motor Proficiency	Assesses motor skills.	Motoric response. One-to-one administration.	15-20 min.	Ages 4-16 years		X	Minneapolis Education Test Bureau
Peabody Individual Achievement Test (PIAT)	Assesses math, reading recognition, reading comprehension, spelling, general information.	One-to-one admin. Test results recorded on Individual Record Booklet.	Open	Pre-school-grade 13.2		X	American Guidance Service
Peabody Picture Vocabulary (English and Spanish) (PPVT)	Measures receptive language (for one word as opposed to connected speech). Recommended that same form be used for pre- & post-testing.	Motoric or verbal response. One-to-one admin. Forms A & B. Spanish forms and English forms.	10-15 min.	Ages 2.5-18 years		X	American Guidance Service

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Piaget R/L Awareness Test	Assesses direction and space orientation.	One-to-one administration. Examiner records on checklist.	5 min.	Ages 5-11 years		X	HAPI Handbook (Child Development Vol. XXXI, No.1 [1965] 57-71)
Picture Articulation and Language Screening Test (PALST)	Designed to be used in classroom by clinician permitting all children to remain in classroom during screening. Uses picture stimuli.	One-to-one administration. Provides response sheet.	2 min.	Grade 1	X		Word Making Productions
Picture Story Language Test	Screening device designed to identify type of language disorder. Can be used as indicator of other intellectual capacities.	One-to-one administration. Record forms provided.	Open	Ages 7-17 years		X	Grune & Stratton, Inc.
Piers-Harris Children's Self Concept Scale	Self-report instrument requires approx. grade 3 level reading ability. Designed for research on development of children's self-attitudes and correlates of those attitudes.	Provides individual test booklet. Group or individual administration. Items may be read to subject with reading difficulty.	15-20 min.	Grades 3-12		X	Counselor Recordings & Tests

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Porch Index of Communicative Ability (PICA) (PICAC)	Assesses and qualifies certain verbal, gestural, and graphics abilities. Obtains general and specifics of output ability. Makes inferences about input and integrative abilities.	Recording test sheets. One-to-one administration. Both tests require extensive practice in administration.	Open	PICA - Adult PICAC - Grades pre-kindergarten-6		X	Consulting Psychologists
Preferred Mode of Learning	Indicator in determining learning style.	Responses recorded by examiner.	5 min.	School age	X		HAPI Handbook
Quick Call Lists	Tests of speech perception. Two test lists provided.	Student response form. Small group or individual.	Not timed	Requires reading level of grade 2.	N.A.	N.A.	HAPI Handbook
Rating Scale: Aphasia	Identifies area of deficits.	One-to-one administration.	Open	Ages 8-maturity	N.A.	N.A.	HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
San Diego State College Quick Assessment	Oral screening device of reading.	One-to-one administration.	3 min.	Grades 1-12	X		HAPI Handbook
Screening Test for Auditory Comprehension of Language (STACL)	Group screening test measures receptive (English/Spanish) language in areas of vocabulary, morphology and syntax.	Test booklet - group administration.	5-10 min.	Grades 3-7		X	Learning Concepts
Sequential Testing and Educational Programming (STEP) & (SECOND STEP)	Organized method of evaluation of strengths and weaknesses. Establishes goals and objectives based on evaluation. Provides resource guide to curriculum.	One-to-one. Selection of diagnostic tools based on developmental skills. Record "PAD" defines capacities, learning modalities and developmental levels.	1 hour and 50 minutes	STEP: Preschool through grade 6 SECOND STEP: Junior high and high school	X		Academic Therapy Publications
Slingerland Screening Test	Screening test for identifying children with specific language disability, visual perception, visual auditory perception.	Small group. Individual booklets. Three test levels.	Approx. 20 min. per level	Grades 1-4		X	Educators Publishing Service

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Slosson Drawing Coordination Test (SDCT)	Designed as screening instrument to identify various forms of brain dysfunction or perceptual disorders where eye-hand coordination is involved.	Individual or group.	10-15 min.	Children or adults		X	Slosson Educational Publications, Inc.
Some Neurological Screening Items	Gives suggestions for identifying suspected neural dysfunction.	Listing only.	N.A.	All	N.A.	N.A.	HAPI Handbook
Speech & Hearing Evaluation: Cerebral Palsy	Provides guide for gathering information about communication level, hearing & physiological support for speech for cerebral palsy individual.	Informant or examiner who is well acquainted with individual.	Not timed	All	N.A.	N.A.	HAPI Handbook
Spelling Analysis	Aids in determining learning styles and learning approaches. May be used in planning teaching approach in academic areas.	One-to-one analysis provided to examiner.	10 min.	Grades 1-12	N.A.	N.A.	HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Spontaneous Language Sample (Record)	To record accurately spontaneous or unprompted situational speech. At least 50 samples should be recorded, if possible.	One-to-one admin. May be taped for accurate recording. Recording form.	Open	All levels	N.A.	N.A.	HAPI Handbook
Student Interview - High School	Appropriate to use for high school to determine interests.	Student responds to questions. May be read by student or examiner may read questions and record responses.	Open	High school	N.A.	N.A.	HAPI Handbook
Stuttering Severity Instrument: Glyndon D. Riley	Designed to measure severity of stuttering on a range of 0-45 for clinical and research use. May be used with non-reader.	One-to-one admin. Complete administration instructions are published in Journal of Speech and Hearing Disorders XXXVII 3, pp. 314-322, 1972.	Varies	All ages		X	HAPI Handbook
Stutterer's Speech Situation Rating Scale	Subject rates self as to degree of dysfluency in variety of situations.	One-to-one admin. Subject mode of response may be oral or written. Checklist format.	Open	Junior high-upwards	N.A.	N.A.	HAPI Handbook

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Survey of School Attitudes (SSA)	Measurement of interest in reading, language arts, math, science and social studies. Helpful in curriculum planning to determine most effective manner of instruction.	Individual test booklets. May be read to those having difficulty with reading. Level 1: 2 sittings. Level 2: 1 sitting.	Not timed. Approx. 20-30 minutes each sitting.	Level 1: grades 1-3 Level 2: grades 4-8		X	Harcourt, Brace, Jovanovich, Inc.
System FORE: Reading, Mathematics	Provides assessment inventories, developmental sequences, instructional materials lists and individual score sheets to record progress.	One-to-one. Ordinal series of criterion referenced, developmental objectives in developmental scale. Levels 0-33.	Open	Birth-18 yrs. (Pre-school-elementary levels: 0-18; secondary kit levels: 19-32)	X		Foreworks
System FORE: Language Components	Determines level of function in phonology, morphology, syntax and semantics. Provides inventory of written language skills as well as oral. Provides developmental objectives.	Observation of oral motoric responses. One-to-one administration.	Open	Ages birth-14 years	X		Foreworks
System FORE: Self-help, Motor Communication, Leisure Time, Daily Living, etc.	A classroom management system to individualize assessment and instruction in: self-help, motor, communication, leisure time, daily living, on-campus workshops, social skills.	Establishes level of function through measurable objectives. One-to-one administration.	Open	Developmentally disabled pupils	X		Foreworks

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Taking a Handwriting Sample	Provides an analysis of handwriting skills as well as visual motor skills and learning approach.	One-to-one administration. Analysis provided to examiner.	10 min.	Grades 1-12	N.A.	N.A.	HAPI Handbook
Templin-Darley Screening and Diagnostic Test of Articulation	Assesses articulation of phoneme in all positions and in blends.	Verbal response. One-to-one administration.	30 min.	Point of verbal identification of pictures upward.		X	State University of Iowa
Templin's Speech Sound Test (TSST)	Assesses auditory discrimination using pictures. (from Certain Language Skills in Children by Mildred C. Templin)	Motoric. One-to-one administration.	10-12 min.	Ages 3-5 (May be used as screening device for elementary.)		X	University of Minnesota Press
Test for Auditory Comprehension of Language (TACL)	Measures receptive (English/Spanish) language in areas of vocabulary, morphology, and syntax.	One-to-one administration. Child responds to examiner's oral stimuli (English/Spanish) by pointing to picture. Responses recorded on scoring sheet.	20 min.	Grades 3-7		X	Learning Concepts

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Test of Written Expression	Evaluates quality of ideation and written expression. Provides analysis.	Individual admin. Evaluation analysis permits scoring.	Open	Elementary & secondary	N.A.	N.A.	HAPI Handbook
The Way It Is	Incomplete sentences designed to elicit reaction/behavior to certain situations at home & school.	May be read to student with evaluator recording answers.	Open	Intermediate elementary & junior high	N.A.	N.A.	HAPI Handbook
Time Inventory	Assesses understanding of time.	One-to-one administration.	5 min.	School age	X		HAPI Handbook
Screening Test of Spanish Grammar (TORONTO)	Assesses Spanish receptive and expressive language. Spanish grammar parallel (not a translation) version of NSST.	One-to-one administration.	30 min.	Ages 3-6.11 years. (Not useful for monolingual speaker.)		X (192 Puerto Rican & Mexican-American children.)	Northwestern University Press

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Use of Home Language	Designed to aid in eliciting information about non-English speaking handicapped individual.	Use with informant. Informant may be person other than parent who knows pupil well or who acts as an interpreter for parent & teacher.	Varies	All	N.A.	N.A.	HAPI Handbook
Utah Test of Language Development	Measures expressive and receptive communicative skills including visual, auditory and motor skills.	Motoric/verbal. One-to-one admin. Recorded on test form. Yields a Language Age.	30-45 minutes	Ages 3-15 years		X	Communication Research Assoc. Inc.
Vineland Social Maturity Scale	Measures self-help skills, skills of occupation, communication, locomotion, socialization.	Verbal response by subject or informant. One-to-one response.	Open to 30 min.	Birth-maturity	X		Educational Test Bureau
Visual Motor Test of Integration (VMI)	Consists of 24 geometric forms to be copied. Arranged in order of increasing difficulty.	Individual. Test booklet provided. Minimum of verbal directions required.	10 min.	Ages 2-16 years		X	Follett Educational Corp.

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Wepman Auditory Discrimination Test	40 pairs of words, similar except for one sound.	Verbal response. One-to-one administration.	10 min.	Grades K-maturity		X	Western Psychological Services
Wide Range Achievement Test (WRAT)	Assesses reading recognition, math concepts and operations, and spelling.	Written responses. One-to-one and small group administration.	20-30 min.	Pre-kindergarten-adult		X	Guidance Assoc. of Delaware
Woodcock-Johnson Psychoeducational Battery	Comprehensive set of tests designed to measure cognative, achievement and interests: Primary application is student evaluation but also useful for vocational rehabilitation counseling.	Administer individually. Exact administration emphasized. Clusters of tests or subtests may be used selectively. Response booklets provided. Includes tests of reading, math, written language, academic knowledge, social and physical activities.	Varies	Pre-school-adult		X	Teaching Resources
Woodcock Reading Mastery Tests	Battery of five reading tests: letter identification, word identification, word attack, word comprehension, passage comprehension.	One-to-one admin. Two forms, A and B. Administer only items appropriate for subject's level of accomplishment. Response and scoring sheet for individual.	20-30 min.	Grades K-12		X	American Guidance Service

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	

*Source: See Appendix for vendor's address

ASSESSMENT TOOLS:
Unpublished/Informal

Unpublished and informal tests which have been an aid to special education teachers/specialists for the purposes of writing IEP's, IIP's and preparing for annual reviews are included in this section. These tools provide a realistic approach to the problems faced by teachers/specialists in schools where there is a limited selection of tests. The reader will find that many of the tests included are useful guides in promoting awareness of select strengths and needs which may require further testing or more in-depth intervention.

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ASSESSMENT TOOLS: UNPUBLISHED/INFORMAL

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ARTICULATION TEST

Name____________________ Age________ Sex________

Examiner____________________ Date____________

	Substitution	Distortion	Omission		Substitution	Distortion	Omission		Description of Error
1. [i]				21. [t]				25-a. [br-]	
2. [ɪ]				22. [d]				25-b. [dr-]	
3. [ɛ]				23. [k]				25-c. [tr-]	
4. [æ]				24. [g]				25-d. [kr-]	
5. [ʌ]				25. [r]				25-e. [gr-]	
6. [ɑ]				26. [l]				25-f. [-rd]	
7. [ɔ]				27. [f]				25-g. [-rt]	
8. [ʊ]				28. [v]				25-h. [-rn]	
9. [u]				29. [θ]				25-i. [-rk]	
10. [ju]				30. [ð]				26-a. [pl-]	
11. [oʊ]				31. [s]				26-b. [kl-]	
12. [aʊ]				32. [z]				26-c. [-lk]	
13. [eɪ]				33. [ʃ]				26-d. [-ld]	
14. [aɪ]				34. [ʒ]				26-e. [-lt]	
15. [ɔɪ]				35. [h]				31-a. [st-]	
16. [m]				36. [ʍ]				31-b. [sp-]	
17. [n]				37. [w]				31-c. [sk-]	
18. [ŋ]				38. [j]				31-d. [sm-]	
19. [p]				39. [tʃ]				31-e. [sn-]	
20. [b]				40. [dʒ]				31-f. [sl-]	
								31-g. [-ns]	
								31-h. [-ts]	

Rating of Intelligibility:

_____Readily intelligible
_____Intelligible if listener knows topic
_____Single words intelligible now and then
_____Completely unintelligible

Effects of Stimulation:

Faulty sounds correctly produced following stimulation:____________________

Faulty sounds not correctly produced:____________________

AUDITORY CAPACITIES

OBSERVATION

Name ____________________ Date ____________

Birthdate ____________________ CA ____________

Test Conditions: Aided ____________ Unaided ____________

Comments: ____________________

____

Examiner ____________________

A. Formal Audiometry ____________ Did not test ____________
(enclose audiogram)

B. Responses to auditory testing: (Try to record verbatim all spoken responses to hearing tests. Other types of responses may be recorded as follows:

INT - Interruption of activity
ST - Startle reflex
VI - Vocal imitation
NR - No observable response
LOC - Looks for source of sound

(If these abbreviations do not apply, describe the response in your own words. In all cases specify the type and intensity of the stimulus.)

Free field pure tones ____________ Did not test ____________

Frequency	125	250	500	1000	4000	8000
1st response	____db	____db	____db	____db	____db	____db
2nd response	____	____	____	____	____	____

C. Free field noisemakers: ____________ Did not test ____________

Stimulus:	"A" chime (750-1200)	Large Cricket (1700-2300)	Clapper (2000-3000)	Triple Jingle (2800-4500)
Intensity	________db	________db	________db	________db
	________	________	________	________

Single Jingle (3000-4000)	Small Cricket (3400-6000)	Large Bell (2800-6000)
________db	________db	________db
________	________	________

D. Voice:____________________ Did not test______________________________
Humming__________________ buh-buh__________________ Muh-muh______________________________
Soft____ Loud______ Soft____ Loud_____ Soft____ Loud_____
Whispers______ Shouts_______

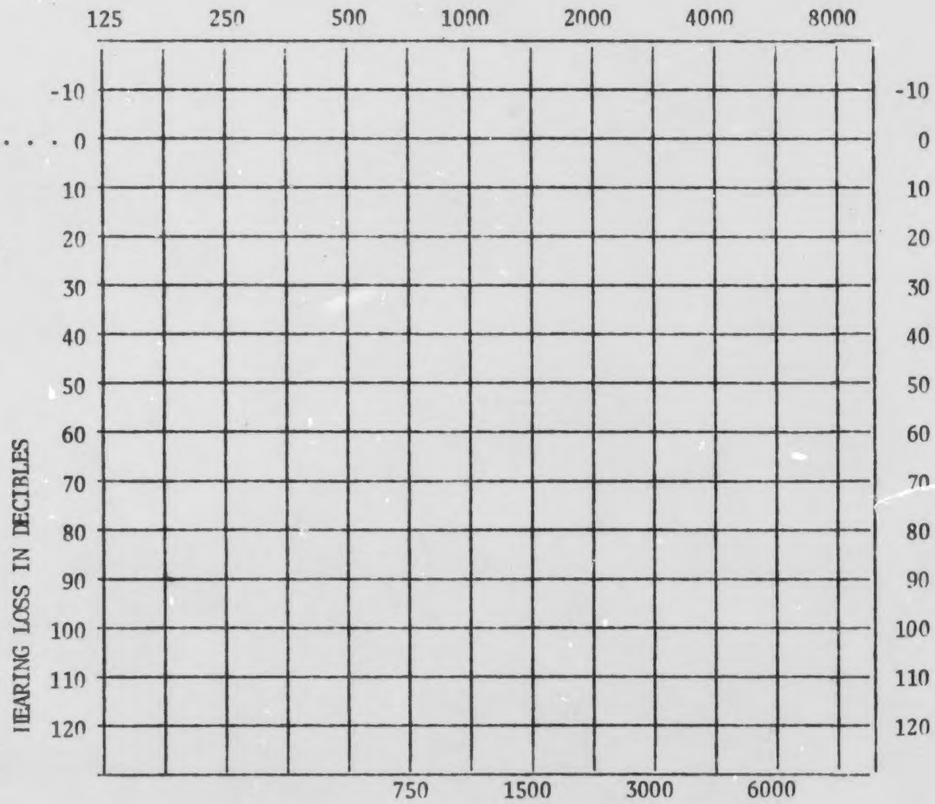
E. Recorded environmental sounds: What's It's Name, G. Utley
Stimulus: Train whistle____ vacuum cleaner____ Telephone____
Airplane____ Gun shot____ Auto horn ____

F. Additional clinical observations:
1. Responds to sounds generally consistent____ inconsistent____
2. Child's voice characteristic of hearing impairment Yes____ No____
3. Child imitates examiner's vocalizations Yes____ No____
4. Child enjoys playing with sound toys Yes____ No____
5. Stops vocalizing when imitated Yes____ No____
6. Responds to simple commands without speech reading Yes____ No____
7. Responds when name is called Yes____ No____
8. Responds only to gesture Yes____ No____
9. Responds better to speech with gesture than speech without gesture Yes____ No____
10. Speech reads (if yes, specify what) Yes____ No____
11. Vocalizes________ Mute________
12. Vocalizes only when emotionally excited Yes____ No____
Describe:
13. Pulls or pushes people to express desire Yes____ No____
14. Describe any defects or peculiarities of articulation or voice quality
____
____
15. Summary: Impression of auditory behavior:
____
____
____
____
____
____

Source: Jean Chapman

School________________ Name______________________________ Date____________ By__________________________

Teacher____________________ Age________



Left ear	Right ear
Blue	Red
X	O

Remarks:

____

____

____

____

____

____

____

____

AUDITORY MEMORY SPAN TEST

Case Name______________________________Score____________Date____________

3 digits	(a)	3 5 7	(3 years)
	(b)	6 8 2	
	(c)	1 4 9	
4 digits	(a)	9 6 3 5	(5 years)
	(b)	7 1 2 4	
	(c)	8 3 6 5	
5 digits	(a)	3 7 8 9 1	(7 years)
	(b)	9 2 3 4 5	
	(c)	4 9 2 5 6	
6 digits	(a)	4 8 9 1 2 5	(10 years)
	(b)	1 3 4 6 5 9	
	(c)	5 1 3 6 7 2	
7 digits	(a)	5 9 1 2 6 7 3	(Adult)
	(b)	2 4 3 8 5 1 6	
	(c)	6 2 4 7 3 8 5	
8 digits	(a)	4 8 2 3 7 9 1 5	(Superior Adult)
	(b)	9 7 6 2 8 3 4 1	
	(c)	3 4 1 9 5 8 2 6	

Examiner presents digits at rate of one per second. No repetitions are permitted. One correct sequence is required to proceed to the next level.

(With hearing impaired or visual learners, eye contact with examiner should be encouraged.)

Source: Chula Vista City School District

LANGUAGE, SPEECH, HEARING: CASE HISTORY

Today's Date ____________

INFORMATION:

Patient ________________ Birthdate ________ Age ____ Sex ____________

Address ______________________ City ____________ Phone __________

Father's Name ________________ Mother's Name ________________

Address: ________________ Address ________________

Father's: Age ____ Occupation ________________ Mother's: Occupation ________________ Age ______

Father's Education ________________ Mother's Education ________________

Family Physician: ________________ (name) ________________ (address)

Name of School Child Attends ______________________ Grade ________

Name of Person Filling out Questionnaire: ________________ (Relation to Patient)

Other Children in Family: Name Age Grade

BIRTH AND PRENATAL HISTORY:

During this pregnancy, did mother experience any unusual illness, condition or accident, such as, German measles, false labor, RH incompatibility, etc.? If so, describe: ________________________________

____

____

Length of Pregnancy ______ Duration of Labor ____________ Birth Weight ________

Conditions at Birth: Ceasarian ____ Breech Birth ________ Anesthetics __________

Forceps ______ Was Infant Blue? ______ Jaundiced ______ Other unusual conditions-

____

Conditions immediately following birth: Did infant have: feeding problem seizures ________________ Swallowing or sucking difficulties ________________?

Scars or bruises ____________ Was birth weight quickly regained? ____________

DEVELOPMENT:

When did the child first hold up his head alone? ____________

When did the infant first crawl? ____________

When did the infant sit alone without support? ____________

When did the infant pull himself to a standing position? ____________

When did the infant walk unaided? ____________

When did the infant gain bowel control? Day: ________ Night: ________

When did the infant gain bladder control? Day: ________ Night: ________

Weight of infant at six months? ________ Height at 6 months ________

Weight of infant at one year? ________ Height at 1 year ________

Weight of child at present? ________ Height at present ________

Does child prefer right or left hand? ____________

Does child fall or lose balance easily? ____________

Does the child seem awkward, uncoordinated? ____________

Does child have difficulty chewing or swallowing? ____________

Comments:

MEDICAL:

Check disease patient has had, giving age, degree of severity, and after effects. (Please add others the patient has had but which are not listed here.)

Disease	Age	Mild, average or severe	Disease	Age	Mild, average or severe
measles			croup		
diptheria			pleurisy		
chicken pox			tonsillitis		
typhoid			tuberculosis		
mumps			bronchitis		
dysentery			otitis (ear ache)		
whooping cough			goiter		
influenza			rickets		
scarlet fever			paralysis		
enlarged glands			nervous trouble		
rheumatism			chorea (St. Vitis)		
heart disease			kidney disease		
convulsions			skin disease		
asthma			hay fever		
eczma			high fevers		
frequent colds			allergies		

Others: ____________

Has the patient had any serious accidents or operations? ____ Please describe:

____

Describe after effects of illnesses, accidents, operations: ____________

____

Is the patient in good health at this time?______State any physical handicaps:

____

____

Does the patient have a visual problem?_________Describe____________________

____

____

Health of other family members:____

____

Comments:

SOCIAL:

Does the child show fear: Often________Sometimes________Rarely_________________

What things does he fear:____

____

Is the child "nervous?"________________How does he show it?_________________

____

____

Has he been harder to manage than other children?___________________________

Is the child a follower or leader of his age group?__________________________

Describe any eating problems:____

____

____

Describe any problems of bowel or bladder control:__________________________

____

SPEECH:

During the first year did he make much sound other than crying?_______________

Other than crying, would you say he was: a silent baby________a very quiet baby __________, an average noisy baby___________, or a very noisy baby_________.

At what age did he first say words?_______________What were they_________________

____

Did he: Get one or two words and then go a long time before getting other words? ________________________________, or keep on adding words once he started to talk?____

At what age did he begin to name people and objects?________________________

At what age did he have a name for everything?_____________________________

At what age did he combine words into small sentences like, "Want drink" or "Me out"?____

At what age did he use more complete short sentences?_______________________

Did speech learning ever seem to stop for a period?__________________________

Describe____

Does the child seem to be aware of a speech difference?____________________

Describe:____

____

What efforts have been made to help the child talk better?________________

____

____

Has there been a change in the child's speech in the last six months?________

Describe the change:____

____

Has the child ever talked better than he does now?_______________________

____

____

Comments:

SCHOOL:

At what age did the child start school?__________Were grades repeated?__________

Why?____

____

____

With what subjects has the child had particular difficulty?________________

____

____

How does he get along with others at school?______________________________

____

____

What are his or her usual grades? (Excellent, above average, average, below average or failing.)

OTHER INFORMATION:

When, why, and by whom was the speech problem first noticed:__________________

____

____

____

Is the child teased about his speech problem by others?____________________

____

____

____

What is the child's reaction to his speech problem?_______________________

____

____

Comments:

1. Has the child had a speech examination prior to this time?____________________
   Where?____
2. Does the child receive speech therapy at this time?__________________________
   Where and with whom?____
3. Has the child ever had speech therapy?__________________________________
   Where and with whom?____
4. Has the child had a hearing test prior to this time?________________________
   If so, where?____
5. Has the child had a neurological examination prior to this time?____________
   Where?____
6. Has the child had a psychological examination prior to this time?____________
   Where?____
7. Has the child had a recent medical examination?____________________________
   Where?____

If there is additional information which you feel will help us to understand your child better, please describe:

Source: Jean Chapman

CHECK LIST FOR VOCAL CHORD EXAMINATION

Name: ______________________ Birthdate ______________

1. Is there pathology of the vocal chords? Yes___ No___

   Comment:

2. What is the nature of the pathology?

   _____ Vocal nodules
   _____ Polyps
   _____ Contact ulcers
   _____ Nerve paralysis
   Other: ______________________

3. Where is the pathology located?

   _____ Anterior portion of vocal chords
   _____ Posterior portion of vocal chords
   Other: ______________________

4. What remediation of the problem do you recommend?

   _____ Surgery
   _____ Medication
   _____ Speech therapy
   _____ Vocal rest
   Other: ______________________

____
Doctor's signature

Date: ______________________

Source: Chula Vista City School District

CLASSROOM OBSERVATION CHECKLIST

NAME________________ AGE____ SEX______ DATE__________________

BIRTHDATE________ GRADE_____ TEACHER__________ SCHOOL__________________

PARENTS or GUARDIAN____

ADDRESS____________________________________ HOME PHONE__________

I. AUDITORY COMPREHENSION AND LISTENING

A. Ability to follow directions

______1) Always confused; cannot or is unable to follow directions
______2) Usually follows simple oral directions but may require repetition or individual instructions
______3) Follows directions that are familiar and/or not complex
______4) Remembers and follows extended directions
______5) Usually skillful in remembering and following directions

B. Comprehension of class discussions

______1) Always inattentive and/or unable to follow and understand discussions
______2) Listens but rarely comprehends well; mind often wanders from discussion
______3) Listens and follows discussions appropriately
______4) Understands well and benefits from discussions
______5) Becomes involved and demonstrates unusual understanding of material discussed

C. Ability to retain information presented orally

______1) Memory very poor; almost total lack of recall
______2) Retains simple ideas and procedures if repeated often
______3) Average retention of materials, adequate memory for age and grade
______4) Good immediate and delayed recall of information and procedures
______5) Superior memory for both details and content

D. Comprehension of word meanings

______1) Extremely immature level of understanding
______2) Misunderstands or fails to grasp simple word meanings for age and grade level
______3) Adequate understanding of age and grade level vocabulary
______4) Good understanding of grade level vocabulary as well as higher level word meanings
______5) Superior understanding of vocabulary including many abstract words

II. SPOKEN LANGUAGE

A. Ability to speak using structurally accurate and complete sentences

______1) Always speaks in incomplete sentences with grammatical errors
______2) Often speaks in incomplete sentences and/or with numerous grammatical errors
______3) Speaks properly with few errors of omission or incorrect use of prepositions, verbs, tenses, pronouns
______4) Above average oral language with only rare grammatical errors
______5) Always speaks in complete, grammatically correct sentences

B. Functional Vocabulary

______1) Always uses a low level or improper vocabulary
______2) Uses a limited vocabulary consisting primarily of simple nouns with few precise, descriptive words
______3) Adequate vocabulary for age and grade level
______4) Above average vocabulary including many precise descriptive words
______5) High level vocabulary with precise wording and use of abstractions

C. Ability to recall words

______1) Unable to recall the specific word wanted
______2) Frequently gropes for the proper words to express himself
______3) Adequate for age and grade level but occasionally searches for correct word
______4) Above average recall and rarely hesitates on a word
______5) Always speaks well and never hesitates or substitutes words

D. Ability to verbalize stories and related experiences

______1) Unable to relate a comprehensible story
______2) Has difficulty relating ideas in sequential order
______3) Average ability to tell stories for age and grade level
______4) Above average ability to relate stories and use logical sequence
______5) Superior ability to relate ideas in a logical meaningful manner

E. Ability to formulate ideas from isolated facts

______1) Unable to relate isolated facts
______2) Has difficulty relating isolated facts; ideas are scattered and incomplete
______3) Usually relates facts into meaningful ideas; adequate for age and grade level
______4) Relates facts and ideas well
______5) Outstanding ability in relating facts and ideas appropriately

III. VISUAL RECEPTIVE SKILLS

A. Visual attention

______1) Marked difficulty in directing and sustaining attention to visual stimuli; overly sensitive to differences of visual stimulation and continually shifts his focus from one object to another
______2) Below average ability to direct and sustain attention to visual stimuli
______3) Average ability for age and grade level to direct and sustain attention to visual stimuli
______4) Good visual attention to stimuli
______5) Superior ability to direct and sustain attention to visual stimuli

B. Visual discrimination

______1) Marked difficulty in discriminating between objects differing in external form, relative size, position in space, internal detail, color, texture, etc.
______2) Below average ability in recognizing likenesses and differences of forms, as circles, triangles, squares, etc.
______3) Average ability for age and grade level in recognizing likenesses and differences of forms, relative size, shape, position in space, etc.
______4) Above average ability in visual discrimination
______5) Superior ability in perceiving basic forms, extending his activities to object discrimination and pictures

C. Visual memory and sequencing

______1) Very poor memory in remembering those stimuli and bits of information related to visual patterns; is unable to correctly reproduce a sequence of configuration or symbols
______2) Below average for age and grade level in visual memory and sequencing
______3) Average ability for age for visual memory and sequencing
______4) Is adept in translating the visual impression into a visual imagery system in such a way that will make the image available to him in the absence of the original image of those he already knows
______5) Very superior in all visual memory and sequencing tasks

IV. ORIENTATION

A. Utilization of time concepts

______1) Unable to grasp the meaning of time and may either be late or confused
______2) Poor time concept; tends to dawdle; often late
______3) Average understanding of time for age and grade level
______4) Prompt; is late only for a good reason
______5) Plans and organizes well and is very skillful at handling schedules

B. Spatial orientation

______1) Always confused and is unable to consistently navigate around classroom, school, playground, or neighborhood
______2) Often gets lost in relatively familiar surroundings
______3) Average ability for age and grade level in maneuvering in familiar locations
______4) Above average ability and is rarely confused or lost
______5) Never lost; adapts to new locations, situations and places

C. Relationship concepts, i.e., big, little; long, short; far, near

______1) Very inadequate judgment of relationships
______2) Makes simple relationships
______3) Average ability in relation to age and grade level
______4) Accurate judgments but does not generalize to new situations
______5) Superior ability in judgments--generalizes into new experiences and situations

D. Direction concepts

______1) Highly confused or limited awareness in right-left orientation; does not distinguish directions as north, south, east and west
______2) Frequently exhibits directional confusion
______3) Average awareness of direction concepts for age and grade level; left vs. right, north, south, east and west
______4) Above average sense of direction and is seldom confused
______5) Superior sense of direction

V. MOTOR DEVELOPMENT

A. General coordination i.e., running, throwing, jumping, skipping

______1) Excessively clumsy and poorly coordinated
______2) Below average coordination; awkward
______3) Average coordination for age; outstanding but not graceful
______4) Above average in coordination; does well in these activities
______5) Exceptional ability; excels in coordination activities

B. Ability to manipulate tools and objects - manual dexterity

______1) Very poor ability in manual manipulation
______2) Awkward in manual dexterity
______3) Adequate manipulation of tools and objects
______4) Above average in manipulative skills
______5) Superior performance in manipulative skills

C. Fine motor coordination, i.e., copying, writing, drawing, coloring

______1) Very poor in eye-hand coordination
______2) Below average eye-hand coordination
______3) Average writing, drawing, etc., for age and grade level
______4) Above average ability
______5) Superior ability

D. Balance ability

______1) Unusually poor balance
______2) Below average; frequently falls and/or bumps into objects
______3) Average equilibrium for age and grade level
______4) Above average ability in activities requiring balance
______5) Excels in balancing ability

VI. BEHAVIORAL CHARACTERISTICS

A. Cooperation

______1) Continually disrupts classroom and does not inhibit responses
______2) Frequently answers without thinking and does not wait his turn
______3) Waits his turn; average for age and grade
______4) Cooperates well; above average
______5) Cooperates extremely well with little to no adult encouragement

B. Attention

______1) Highly distractible and never attentive
______2) Seldom listens and appears to daydream
______3) Listens adequately for age level
______4) Almost always remains attentive
______5) Very long attention span

C. Ability to organize

______1) Highly disorganized in approach to play activities and school work
______2) Frequently disorganized in working, inexact, careless
______3) Average in ability to organize, appearing careful
______4) Consistently above average in ability to organize and complete work
______5) Always completes assignments in a highly organized and meticulous manner

D. Ability to cope with new situations, i.e., parties, trips, and unanticipated changes in routine

______1) Totally in lack of self-control and becomes extremely excitable
______2) Often overreacts; finds new situations disturbing
______3) Adapts adequately for age and grade level
______4) Shows self-confidence and adapts easily and quickly
______5) Superior adaptation; demonstrates superior initiative and independence

E. Social acceptance

______1) Rejected by peers
______2) Tolerated by peers
______3) Average acceptance by peers
______4) Well accepted by peers
______5) Extremely popular with peers

F. Acceptance of responsiblity

______1) Will not assume responsiblity and never initiates activities
______2) Avoids responsibility; accepts role on limited basis
______3) Average responsiblity for age and grade level
______4) Above average enjoyment of responsibility and often takes initiative or volunteers
______5) Seeks responsiblity and usually takes initiative with enthusiasm

G. Completion of school assignments

______1) Never finishes even with special assistance
______2) Rarely finishes work even with assistance
______3) Average ability to complete assignments
______4) Above average ability in completing assignments
______5) Completes all assignments without supervision

H. Concern for feelings of others

______1) Very rude; seems insensitive to other's feelings
______2) Usually shows little regard for feelings of others
______3) Average tactfulness; occasionally socially inappropriate
______4) Above average sensitivity to feelings of others
______5) Social behavior always appropriate

I. Level of academic functioning

______1) Unable to achieve on grade level in any of the basic academic areas
______2) Unable to achieve in one or more academic areas on grade level
______3) Average achievement in all basic areas
______4) Above average overall achievement
______5) Superior level of achievement in all basic academic areas

NAME____________________________ POSITION________________ DATE_____________

COMMENTS:

STUDENT SCREENING PROFILE

Note: Code from Rating Scale

I.	Auditory Comprehension and Listening					
A.	Ability to follow directions	1	2	3	4	5
B.	Comprehension of class discussion	1	2	3	4	5
C.	Ability to retain information presented orally	1	2	3	4	5
D.	Comprehension of word meanings	1	2	3	4	5
II.	Spoken Language					
A.	Ability to use structurally accurate and complete sentences	1	2	3	4	5
B.	Functional vocabulary	1	2	3	4	5
C.	Ability to recall words	1	2	3	4	5
D.	Ability to verbalize stories and relate experiences	1	2	3	4	5
E.	Ability to formulate ideas from isolated facts	1	2	3	4	5
III.	Visual					
A.	Visual attention	1	2	3	4	5
B.	Visual discrimination	1	2	3	4	5
C.	Visual memory and sequencing	1	2	3	4	5
IV.	Orientation					
A.	Utilization of time concepts	1	2	3	4	5
B.	Spacial orientation	1	2	3	4	5
C.	Relationship concepts	1	2	3	4	5
D.	Direction concepts	1	2	3	4	5
V.	Motor Development					
A.	General coordination	1	2	3	4	5
B.	Manipulative skills	1	2	3	4	5
C.	Fine motor skills	1	2	3	4	5
D.	Balance	1	2	3	4	5
VI.	Behavioral Characteristics					
A.	Cooperation	1	2	3	4	5
B.	Attention	1	2	3	4	5
C.	Ability to organize	1	2	3	4	5
D.	Ability to cope with situations	1	2	3	4	5
E.	Social acceptance	1	2	3	4	5
F.	Acceptance of responsiblity	1	2	3	4	5
G.	Completion of school assignments	1	2	3	4	5
H.	Concern for feelings of others	1	2	3	4	5
I.	Academic functioning	1	2	3	4	5

DEVELOPMENTAL MOTOR ACTIVITY

Name____________________ Examiner________________ Date________

Birthdate________________________ CA____________________

(These items have been selected from various developmental scales)

Item	Age Equivalent	"Pass" or "Fail"
Stands on one foot with help	19.9 mos.	________
Tries to stand on walking board	22.5 mos.	________
Walks with one foot on walking board	27.6 mos.	________
Stands on one foot alone momentarily	29.3 mos.	________
Walks on tip-toe	30.1 mos.	________
Stands on walking board with both feet	31.0 mos.	________
Walks on line (10 ft.), stepping on line	31.3 mos.	________
Walks on board with 2 or more alternate steps	38.0 mos.	________
Hops on right foot 2 or 3 hops	49.3 mos.	________
Stands on one foot before other, eyes closed, 15 seconds	4 yrs.	________
Touches nose with forefinger, eyes closed	4 yrs.	________
Makes circles with forefingers, arms extended, 10 seconds	4 yrs.	________
Balances on tip-toes, 10 seconds	5 yrs.	________
Hops 15 ft. on one foot	5 yrs.	________
Rolls paper into a ball with fingers, one hand, 15 seconds	5 yrs.	________
Balances on one foot for 10 seconds	6 yrs.	________
Throws a ball at a target 5 feet away	6 yrs.	________
Jumps over a rope, 8 inches high	6 yrs.	________

Source: Jean Chapman

EXPRESSIVE LANGUAGE INVENTORY

Name ____________ Birthdate ____________ CA ____________

Grade ____________ Date ____________ Examiner ____________

(Selected items from Developmental Scales)

Combines two or more syllables ____________ 12 months
Imitates sounds ____________ 12 months
Attempts "mama" or "dada" ____________ 12 months
Has approximately 10 words ____________ 18 months
Names objects: block ____ watch ____ cup ____ key ____ doll ____ 20 months
Has approximately 20 words ____________ 21 months
Joins 2 words - e.g. - Daddy go ____ Bye mama ____ etc. ____ 21 months
Asks for food, toilet, or drink by gesture ____ by words ____ 21 months
Echoes some speech of adults - e.g. last few words of sentence ____ 21 months
Names familiar objects in pictures ____________ 22 months
dog ____ apple ____ flower ____ bird ____
Sentence of 3 words ____________ 24 months
Refers to self by name ____________ 24 months
Uses pronouns (not always correctly): I ____ me ____ you ____ 24 months
Verbalizes immediate experiences ____ Some parallel play ____ 24 months
Sentence of 4 or more words ____________ 25 months
Gives full name ____________ 30 months
Gives use of 2 test objectives: key ____ comb ____ penny ____ 30 months
Refers to self by pronoun (may confuse I and me) ____ 30 months
Responds correctly to following questions: 31 months
What must you do when you are sleepy? ____________
What must you do when you are cold? ____________
What must you do when you are hungry? ____________
Repeats sentence containing 6 syllables ____________ 33 months
e.g. John has a little dog ____________
The dog runs after the cat ____________
Uses some plurals (list) ____________ 36 months
Gives own sex in response to question, "Are you a girl or a boy?" ____ 36 months
Answers a few questions correctly ____________ 36 months
Responds to action pictures and questions regarding pictures ____ 36 months
e.g. "What is mother doing?" ____________

FURTHER DESCRIPTION OF LANGUAGE

Does not communicate either by gesture or spoken language ____________
Uses gestures and pantomime to communicate ____________
Uses sounds or jargon which is unintelligible ____________
Uses some sounds or syllables which are symbolic ____________
Repeats words, but cannot use words spontaneously ____________
Is echolalic ____________
Gives use of object rather than specific name ("eat on" for "table") ____________
Uses circumlocutions ____________
Reverses sounds in words (bakset for basket) ____________
Reverses or distorts word order in sentence ____________
Uses telegraphic speech - omits words ____________
Has difficulty with pronouns or verb forms ____________
Has consistent sound substitutions (include articulation test) ____________
Has poor rhythm or inflection of speech ____________
Has voice problem ____________
Has non-fluency or stuttering pattern of speech ____________
Other characteristics ____________
Estimate of expressive language age ____________

Source: Jean Chapman

FLUENCY ASSESSMENT

Name______________________________ Date__________ B/D__________ C.A.______

School____________________________ Grade______ Examiner______________

Description of Fluency:

1. Does student report that certain conditions trigger dysfluency?____________
   If yes, describe
2. Is there an observed impairment in fluency?__________________________
   If yes, describe
3. Does the impairment contribute to a communicative problem?______________
   If yes, for which problem area(s) and describe?
   ___articulation___language___voice___fluency
   Description:
4. Describe the type(s) of dysfluencies:______________________________
5. Describe the duration of dysfluencies:_____________________________
6. Estimate the frequency of dysfluencies (per number of words)____________
7. Are the student's dysfluencies variable?___________________________
   If yes, provide a description including the "best" and "worst"
   situations:____
8. Does the student demonstrate adaptations?__________________________
   If yes, describe:

OTHERS' DESCRIPTION OF FLUENCY

9. Have reports been received from other individuals about student's dysfluency?
   _______If yes, indicate name and position of informant:________________
   ____
10. Do these reports indicate that the student's fluency is impaired?__________
    If yes, describe:____
11. Does the fluency contribute to a communication problem?_______________
    If yes, for which problem area(s) and describe:____articulation____language
    ____voice____fluency. Description:_____________________________

12. Are there other related observations?______________________________
If yes, specify:____

13. Do these (12) factors contribute to a communication problem?______________
If yes, for which problem area(s) and describe:________________________
____articulation____language____voice____fluency

14. Comments:

____
Language/Speech/Hearing Specialist

Source: Jean Chapman

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HOW I REALLY FEEL!

DIRECTIONS: Complete the following sentences to express how you really feel. There are no right or wrong answers. Put down what first comes into your mind and work as quickly as you can. Complete all the sentences and do them in order.

1. Today I feel ____________________

2. When I have to read, I ____________________

3. I get angry when ____________________

4. To be grown up ____________________

5. My idea of a good time ____________________

6. I wish my parents knew ____________________

7. School is ____________________

8. I can't understand why ____________________

9. I feel bad when ____________________

10. I wish my mother ____________________

11. I wish my teachers ____________________

12. Going to college ____________________

13. To me, books ____________________

14. People think I ____________________

15. My favorite TV program ____________________

16. On weekends, I ____________________

17. I don't know how ________________________________

18. To me, homework ________________________________

19. I hope I'll never ________________________________

20. I wish people wouldn't ________________________________

21. When I finish high school ________________________________

22. I'm afraid ________________________________

23. My favorite sport ________________________________

24. When I take my report card home ________________________________

25. I am at my best when ________________________________

26. Most brothers and sisters ________________________________

27. I'd rather __________ than ________________________________

28. When I read math ________________________________

29. The future looks ________________________________

30. I feel proud when ________________________________

31. I wish my father ________________________________

32. I like to think about ________________________________

33. I would like to be ________________________________

34. For me, studying ________________________________

35. I often worry about ________________________________

36. I wish I could ________________________________

37. Physical education ________________________________

38. I look forward to ______________________________

39. I wish someone would help me ______________________________

40. The best vacation ______________________________

Source: Unknown

INNER AND RECEPTIVE LANGUAGE INVENTORY

Name ____________ Birthdate ____________ C.A. ____________

Grade ____________ Date ____________ Examiner ____________

INNER LANGUAGE

Plays appropriately with toys ____________
Uses gesture or pantomime ____________
Shows other evidence of inner language ____________
Shows lack of inner language ____________

RECEPTIVE LANGUAGE

Understands name and responds ____________ 10 months
Understands "no no" ____________ 10 months
Gives up object on command ____________ 11 months
Obeys simple commands ____________ 16 months
  Give me the pencil ____________
  Put the key on the chair ____________
  Go bring me the ball ____________
Follows directions ____________ 17 months
  Put on your hat ____________
  Put on your coat ____________
Recognizes and points to parts of body from doll ____________ 17 months
  Show me dolly's mouth ____ eye ____ ears ____
  hands ____ feet ____ hair ____
Points out objects in pictures (1 to 4 pictures) ____________ 18 months
  e.g. "Where is the dog?"
Responds to command, "Throw the ball" ____________ 18 months
Responds to three directions with ball ____________ 21 months
Responds to four directions with ball ____________ 24 months
  Put it on the chair ____________
  Put it on the table ____________
  Give it to me ____________
  Give it to mother ____________
Responds to command, "Show me the ____" ____________ 24 months
  Completes response from 5 pictures ____________
Comprehends prepositions ____________ 27 months
  Put this block on the chair ____________
  Put it under the chair ____________
  Put it in front of me on the floor ____________
Responds to information about things from pictures ____________ 36 months
  show me the one that is up in the sky ____________
  Show me the one that is good to eat ____________
  Show me the one that is good to wear ____________
  Show me the one that flies ____________
Responds to information about things from pictures ____________ 45 months
  Show me the one that can run the fastest ____________
  Show me the one that you can eat most often ____________
  Show me the one that will be biggest and heaviest when it is grown up ____________
  Show me the one that can swim the best ____________
  Show me the one that can go the fastest ____________
  Show me the one that is heaviest to lift ____________
  Show me the one that is hardest to break ____________
Estimate of receptive language age ____________
Give additional information about receptive language ____________
(Selected items from Developmental Scales)

Source: Jean Chapman

INTEREST INVENTORY

Name ____________________

Date ____________________

1. I live with my (1) parents ________, (2) ________, (3) ________.
2. I am ______ years old. I have ________ brothers, __________ sisters.
3. After school I like to ____________________.
4. My favorite TV program is ____________________.
5. I like to read or look at books about ____________________.
6. If I could work, I would like to be a ____________________.
7. My favorite person on TV is ____________________.
8. My favorite sport is ____________________.
9. If I could buy a car it would be a ____________________.
10. I like to be around a lot of kids my own age. Yes ________ No ________.
11. I like to be by myself sometimes. Yes ____________ No ________.
12. I would rather (1) have one good friend ____ (2) a few friends ________
    (3) lots of friends ________ (4) no friends ________.
13. If I found a $5 dollar bill, I would ____________________.
14. If I found a $100 dollar bill, I would ____________________.
15. In my family, I get along best with my ________. I get along worst with my
    ____________.
16. My favorite subject in school is ____________________.
17. My worst subject in school is ____________________.
18. I like to work by myself. Yes ____________ No ____________.
19. I like to make things with my hands. Yes ________ No ____________.
20. I would do better in school if ____________________.
21. I have the most trouble in school with (check one) arithmetic ________,
    reading ________, spelling ________, writing ________.
22. The most fun I have ever had was ____________________.
23. If I could take a trip, I would like to go to ____________________.
24. I have a pet. Yes ______________ No ______________.

Interest Inventory (cont.)

25. My favorite animal is a ____.

26. I have a collection of ____________, (or) I would like to collect ______.

27. The most trouble I have had in school was in the ________________grade.

28. I would rather watch a game than play in one. Yes ________No __________.

29. The best teacher I have had in school was in the __________________grade.

30. I would like to go to school until I have finished (1) junior college _______, (2) junior high _______, (3) high school _______, (4) college __________, (5) advanced college work __________.

Source: Child Service Demonstration Center
San Diego

IOWA SCALE OF ATTITUDE TOWARD STUTTERING

Purpose of scale: This is not a test or quiz. It is a scale of attitude toward stuttering. In order to help stutterers, we must know their attitudes and the attitudes of normal people in connection with stuttering. Please mark this questionnaire as carefully as you can. We want to know your opinion. Don't hesitate to put down what you believe.

Procedure: Please fill out this first page before you begin to mark the scale. In responding to each item in the scale, which begins at the top of the next page, you are to underline or encircle the response which reflects your own opinion. Work accurately and as rapidly as possible. Don't spend a great deal of time analyzing wording. Mark all statements. If you are not sure what your opinion is, mark the best guess you can and go on.

Supplementary Data

(Disregard any items which do not apply to you)

Name____________________ Age______ Sex: M F Date________

Extent of your education: elementary school high school college graduate college

Fields of university major and minor:____________________ (specify)

Have you ever taken courses in speech correction? Yes No

What relatives of yours have stuttered?____________________ (specify)

Was their stuttering: severe slight both

With about how many stutterers other than relatives have you been acquainted?_____

Was their stuttering: severe slight both

Have you ever noticeably stuttered? Yes No

If yes, rate yourself on the following scale as to the severity of your handicap. Indicate your rating of your stuttering severity by encircling one of the division bars:

/ / / / /

slight moderate severe

How many brothers have you?________________ List ages:________

How many sisters?________________ List ages:________

How many children have you?__________ List, giving age and sex:

1.
2.
3.
4.

Remember: In responding to each item underline or encircle the answer which best reflects your own opinion.

1. If a person at the family dinner table is about to stutter on a word he should substitute another word for it and go on.

   Strongly agree | Moderately agree | Undecided | Moderately disagree | Strongly disagree

2. When giving a talk before a group of friends, a person should talk more slowly and prolong sounds in order to put off saying words he thinks he is going to stutter on.

   Strongly agree | Moderately agree | Undecided | Moderately disagree | Strongly disagree

3. A stutterer should try out for the debating team.

   Strongly agree | Moderately agree | Undecided | Moderately disagree | Strongly disagree

4. A fellow should prefer to sit in silence rather than stutter to a girl he is with at a party.

   Strongly agree | Moderately agree | Undecided | Moderately disagree | Strongly disagree

5. A husband who stutters should try to have his wife answer the doorbell or telephone.

   Strongly agree | Moderately agree | Undecided | Moderately disagree | Strongly disagree

6. If while introducing two friends a person believes he will stutter, he should prolong the final sound of the preceding word or say "a-a-a" until he believes he can get the word out.

   Strongly agree | Moderately agree | Undecided | Moderately disagree | Strongly disagree

7. If he feels he will stutter while doing so, a father should avoid talking to his son about sex and marriage.

   Strongly agree | Moderately agree | Undecided | Moderately disagree | Strongly disagree

8. If a girl goes for an auto ride with a young man she likes and believes she will stutter, she should speak as little as possible.

   Strongly agree | Moderately agree | Undecided | Moderately disagree | Strongly disagree

IOWA SCALE OF ATTITUDE TOWARD STUTTERING

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(Disregard any items which do not apply to you)

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Fields of university major and minor:______________________________
(specify)

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(specify)

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/ / / / /
slight moderate severe

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How many sisters?________________________ List ages:______________

How many children have you?______________ List, giving age and sex:

1.
2.
3.
4.

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3. A stutterer should try out for the debating team.

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4. A fellow should prefer to sit in silence rather than stutter to a girl he is with at a party.

   Strongly agree   Moderately agree   Undecided   Moderately disagree   Strongly disagree

5. A husband who stutters should try to have his wife answer the doorbell or telephone.

   Strongly agree   Moderately agree   Undecided   Moderately disagree   Strongly disagree

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   Strongly agree   Moderately agree   Undecided   Moderately disagree   Strongly disagree

7. If he feels he will stutter while doing so, a father should avoid talking to his son about sex and marriage.

   Strongly agree   Moderately agree   Undecided   Moderately disagree   Strongly disagree

8. If a girl goes for an auto ride with a young man she likes and believes she will stutter, she should speak as little as possible.

   Strongly agree   Moderately agree   Undecided   Moderately disagree   Strongly disagree

9. If she stutters, a girl should not apply for a position as salesgirl in a department store.

Strongly agree Moderately agree Undecided Moderately disagree Strongly disagree

10. When at a party, you should talk as little as possible if you are a stutterer.

Strongly agree Moderately agree Undecided Moderately disagree Strongly disagree

11. A person should not be a Boy or Girl Scout leader if he stutters.

Strongly agree Moderately agree Undecided Moderately disagree Strongly disagree

12. If you stutter, you should not prepare yourself to be a salesman

Strongly agree Moderately agree Undecided Moderately disagree Strongly disagree

13. A person should be embarrassed if he stutters while telling a casual, chance acquaintance about a book he has read.

Strongly agree Moderately agree Undecided Moderately disagree Strongly disagree

14. A stutterer should not volunteer to be class secretary.

Strongly agree Moderately agree Undecided Moderately disagree Strongly disagree

15. You should be embarrassed if you stutter while talking before a school assembly.

Strongly agree Moderately agree Undecided Moderately disagree Strongly disagree

16. A boy who stutters should not run for class or school president.

Strongly agree Moderately agree 1 Undecided Moderately disagree Strongly disagree

17. If you feel you are going to stutter when answering the phone, you should try to boost up your courage by trying to tell yourself you won't stutter.

Strongly agree Moderately agree Undecided Moderately disagree Strongly disagree

18. If one is telling a story at a party and thinks he is going to stutter on a word he should try to find an easier word to take its place.

Strongly agree Moderately agree Undecided Moderately disagree Strongly disagree

19. If a person believes he will stutter when applying at a certain time for a job as a janitor, he should wait until later to apply, when he believes his speech will cause him less embarrassment.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

20. When visiting a friend's house for the evening and asked what he would like to do or play, a stutterer should choose a game where he would have little talking to do.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

21. If a person stutters while talking in class, he should talk more loudly and act more confidently.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

22. A street car conductor should be embarrassed if he stutters on the name of a street he is calling out.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

23. A stuttering woman should avoid going into a store to buy a hat if she believes the saleslady will feel sorry for her or secretly laugh at her because of her stuttering.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

24. If a person stutters while answering a question in class, he should just stop and start over again.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

25. A person should not try to tell jokes to a person of the opposite sex if he is likely to stutter while doing so.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

26. A girl should feel embarrassed if she stutters saying her escort's name when introducing him to some of her friends.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

27. A stutterer should try to be hired for jobs requiring little speaking--for example, janitor or wrapping clerk.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

28. A salesgirl should be embarrassed if she stutters while trying to sell an article.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

29. A person should try to avoid leading a prayer at church or Sunday school if he believes he will stutter.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

30. A stutterer should stay at home and listen to the radio rather than go to a discussion group where he would stutter if called on to speak.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

31. If he feels he will stutter while asking a girl to go with him to a party, a fellow should put off asking, hoping that later on his speech will be more fluent.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

32. If he believes he will stutter, a husband should avoid embarrassing his wife by talking while at a dinner given by one of her close friends.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

33. At church, if a person believes he will stutter while introducing friends, he should wait until some time later when he feels less likely to stutter.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

34. A salesgirl should be embarrassed if she stutters while trying to sell a book to a man.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

35. A teacher who stutters should conceal this by substituting easy words for the hard ones he feels he will stutter on.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

36. A stutterer should not plan to be a lawyer.

Strongly agree	Moderately agree	Undecided	Moderately disagree	Strongly disagree

37. A wife who stutters should try to keep it from her husband's notice by speaking slowly or prolonging sounds until she thinks she can say her words better.
Strongly Moderately Undecided Moderately Strongly
agree agree disagree disagree

38. If he stutters, a young man should not prepare himself to be a salesman.
Strongly Moderately Undecided Moderately Strongly
agree agree disagree disagree

39. A teacher generally should not call upon a stutter in his class for oral recitation.
Strongly Moderately Undecided Moderately Strongly
agree agree disagree disagree

40. A stutterer should not be a bus driver.
Strongly Moderately Undecided Moderately Strongly
agree agree disagree disagree

41. If a person stutters in one of your classes, you should feel sorry for him.
Strongly Moderately Undecided Moderately Strongly
agree agree disagree disagree

42. If acquaintances come to visit the family, a stutterer should leave the talking up to non-stuttering members of the family.
Strongly Moderately Undecided Moderately Strongly
agree agree disagree disagree

43. When asked at a party to choose between a game where he will have to talk a good deal and one where he could keep still, the stutterer should choose the one where he could keep still.
Strongly Moderately Undecided Moderately Strongly
agree agree disagree disagree

44. A woman who stutters should avoid meeting and talking with her husband's influential friends.
Strongly Moderately Undecided Moderately Strongly
agree agree disagree disagree

45. A barber who stutters should not stutter while giving haircuts.
Strongly Moderately Undecided Moderately Strongly
agree agree disagree disagree

LEARNING STYLE INDICATOR CHECKLIST

The following checklist is an observation guide to be used by teachers when doing classroom observation. Caution is advised when attempting to determine a student's learning style. Once a student's learning style is determined, it is wise to emphasize the style in the planning of the teaching approach. But it is equally wise to provide some opportunities for a student to use the modes of learning that may not be preferred.

When using this checklist, look for clusters of behavior in the areas listed.

LEARNING STYLE CHECKLIST

STUDENT'S NAME________________________________ AGE________ GRADE____________

Visual Strength Indicator

________ Is often one of the first to find the right page in a book or workbook. Often remembers where you put the book, record, etc., you mislaid.

________ Uses balance, good spatial arrangement (perspective at a higher level) in his drawings and paintings.

________ Displays a good sight vocabulary.

________ High interest in drawing, coloring, and other art activities.

________ Remembers information best when sees it in a written form.

________ Often notices details on papers, on your desk, etc. Often catches your typographical errors.

________ Tidy desk, puts things back where they belong. Likes the way things look when they are in order.

________ Well coordinated, good sense of balance, even with eyes closed.

________ Enjoys working puzzles.

Visual Weakness Indicator

________ Often uses fingers to keep place while reading.

________ Loss of place on a reading page and the skipping of words and lines when reading.

________ Poor spacing of letters and words; crowding of words at ends of lines.

________ When copying from the blackboard often omits letters, words, and lines of print.

________ Difficulty working with a crowded page of arithmetic problems.

________ Limited memory for letter and number shapes.

________ Limited sight vocabulary.

________ Poor spelling of sight words.

________ Omitting answers and problems on a work page.

Visual and/or Kinesthetic Motor Weakness Indicator

__________ Uneven or poorly formed written letters and lines.

__________ Difficulty with drawing and coloring within lines.

__________ Poor ball playing skills, particularly throwing and catching.

__________ Prints on incorrect lines on lined writing paper.

__________ Poor, illegible, or labored handwriting.

__________ Reversal of b's and d's.

__________ Difficulty copying designs.

__________ Short attention span for paper-pencil tasks.

Kinesthetic Motor Strength Indicator

__________ Enjoys and uses playground equipment, such as monkey bars, parallel bars, ropes, and balls. Often is good at sports.

__________ Likes to work with his hands and take gadgets, toys, and other objects apart and put them back together again.

__________ Often feels or touches objects, people, etc. he walks past or stands near.

__________ Likes to play with clay, sand, and other textured materials.

__________ Prefers to handle disagreements with peers with physical rather than verbal actions.

__________ Learns best by doing and experiencing.

__________ Learns best when allowed to trace and write letters.

__________ Uses expressive hand gestures when speaking.

__________ Uses hand gestures and facial expressions when he talks.

Auditory Strength Indicator

__________ Likes to play with words - makes up rhyming nicknames, poems, and jingles.

__________ Before child can read, child can remember his address and telephone number.

__________ Tells stories, jokes, etc. in an interesting manner.

__________ Often talks to himself or reads out loud.

__________ Has a good speaking vocabulary (sounds old for his age).

__________ Has good word attack (decoding and synthesis of sounds) skills.

__________ Responds readily to a phonetic reading program.

__________ Often uses verbal excuses for misbehavior.

__________ Can recite T.V. "commercials" word for word. Can sing T.V. commercial "jingles" word for word.

__________ Enjoys singing, remembers words and tunes, can keep place in a round, or harmonize when older.

__________ Can follow directions given orally.

__________ Can call home on the telephone and find out and remember information given.

__________ Likes poems, riddles, and jokes and can remember and retell them.

__________ Readily remembers names of things, people, and places.

Auditory Weakness Indicator

__________ Inability to follow verbal directions.

__________ Attends to sounds other than teacher speaking.

__________ Limited ability to verbalize reasons for answers.

__________ Inability to work in a busy, noisy classroom.

__________ Lack of memory for letter names.

__________ Often mispronounces common words.

__________ Use of inappropriate or substitute names for items (whatchamacallit, "you knows", cooking place for kitchen).

__________ No sense of likeness and difference in sound.

__________ Short, unsure oral answers. Avoids participation in verbal class activities.

__________ Too soft or too loud a speaking voice.

__________ Inability to remember words of songs, poems, jokes, and riddles.

__________ Difficulty with phonetic concepts; poor word attack (decoding of sounds) skills.

__________ Poor memory for phonetic sounds and difficulty with sound blending.

__________ Immature speech patterns, sentence structure (baby talk).

__________ Has difficulty finding the source or direction from which sound is coming.

Auditory and/or Kinesthetic Motor Strength Indicator

__________ Enjoys music, singing, folk dancing, and rhythms.

Source: Child Service Demonstration Center
San Diego

STUDENT'S NAME________________________________ AGE________ GRADE__________

Other Learning Styles

________ Works best in a group

________ Prefers to work alone

________ Works best in morning

________ Works best in midday

________ Works best in afternoon

________ Works best if given extra time

________ Works best in a quiet place

________ Works best in a noisy place

Questions to Ask a Student

The easiest way for me to learn something is to:

________ read it

________ hear it

________ see it in pictures

________ try it

________ write it in my own words

________ explain it to someone else

Examples of Other Learning Strengths

________ Attentive

________ Cooperative

________ Creative, artistic

________ Imaginative

________ Willingness to work at a task (perseverance)

________ Social skills

________ Practical

________ Willing to cooperate

Source: Child Service Demonstration Center
San Diego

MOTOR PERFORMANCE INVENTORY

Name________________________________ Birthdate______________ C.A.____________

Grade____________________ Date____________ Examiner______________________________

A. LOCOMOTION AND MOVEMENT:

Balances head	6 weeks
Reaches for familiar persons	3 months
Rolls over	4 months
Sits unsupported	6 months
Pulls self up	7 months
Moves about floor	9 months
Stands alone	11 months
Walks around room unattended	12 months
Stands on one foot with help	20 months
Tries to stand on walking board	22 months
Walks upstairs unassisted	24 months
Walks with one foot on walking board	27 months
Stands on one foot alone momentarily	29 months
Walks on tip-toes	30 months
Stands on walking board with both feet	31 months
Walks on-line 10 feet	31 months
Walks downstairs one step per tread	36 months
Walks on board with 2 or more steps	38 months
Hops on right foot two or three times	49 months
Stands with one foot before other - eyes closed 15"	4 years
Touches nose with forefinger, eyes closed	4 years
Makes circle withforefinger - eyes closed 15"	4 years
Balances on tip-toe, 10"	5 years
Hops 15 ft. on one foot	5 years
Balances on one foot for 10"	6 years

B. MANUAL:

Reaches unilaterally, 5 or 6	6 months
Grasps string	7 months
Secures pellet (whole hand)	8 months
Secures pellet with scissors-like grasp	9 months
Grasps with thumb and finger	9½ months
Secures pellet with pincer-like grasp	11 months
Unwraps toy - 8½ x11" - onion skin	14 months
Attains toy with stick	20 months
Closes oblong box	22 months
Folds paper squares twice	23 months
Cuts with scissors	2-2 years
Egg beater	2-3 years
Buttons four buttons in two minutes	2-10 years
Touches fingers with thumb	3-2 years
Folds square of paper three times	4-7 years
Rolls paper into ball with forefingers - 15"	5 years
Throws ball at target 5 feet away	6 years
Folds square of paper three times	6-6 years

C. LATERALITY: (indicate R or L)

Eating____ Drawing____ Picking up and grasping objects____

Egg beater____ Throwing____ Pointing____ Kicking__________

(Selected items from Developmental Scales)

Source: Jean Chapman

MUSCULAR CONTROL FOR SPEECH

Name____________________Birthdate__________Age______

Date____________________Sex__________________

	No. of Secs. or Times	Comments
1. Sustaining steady exhalation (10 seconds)	______	
2. Sustaining steady phonation (10 seconds)	______	
3. Opening and closing mouth, mandible and lips moving together (10 times in 10 seconds)	______	
4. Opening and closing lips, teeth together (10 times in 10 seconds)	______	
5. Raising tongue tip to gum ridge, mandible stabilized (10 times in 10 seconds)	______	
6. Moving tongue tip from corner to corner of mouth (10 times in 10 seconds)	______	
7. Extending corners of lips from rounded position, teeth together (5 times in 10 seconds)	______	
8. Peristaltic activity of tongue-propelling foods and fluids posteriorly and swallowing (Rate as Poor, Fair, Good, or Excellent.)	______	

Examiner____________________

OBSERVED BEHAVIOR CHECKLIST

Name of Child ______________________________ Age____ Grade_____

Teacher ____________________________ Subject______ Regular____ Date_____

Please rate each statement by putting an (X) in the appropriate square after the statement. The squares are numbered from 1 to 5 and represent the degree to which you have noticed the described behavior. The bases for making a judgment are given below:

(1) You have not noticed this at all.
(2) You have noticed this to a slight degree.
(3) You have noticed this to a considerable degree.
(4) You have noticed this to an uncomfortable (large) degree.
(5) You have noticed this to a very large degree.

	1	2	3	4	5
1. DYSGRAPHIA: Difficulty with the formation of letters when writing					
2. CONFUSION: in spelling					
3. DYSCALCULIA: inclined to become confused in number processes-gives illogical responses					
4. DYSLEXIA: Reading is poor					
reading cognition is poor					
5. DYSACUSIS: seems to have a hearing impairment which involves distortion of loudness or pitch, or both rather than loss in sensitivity; startles easily at loud sounds, or shows fear of loud noises					
6. DYSLOGIA: seems to have an impairment of reasoning powers					
7. ARTICULATION PROBLEMS: difficulty with formation of speech sounds; utterance of distinct syllables					
8. AUDITORY MEMORY: recall of auditory stimuli: immediate rote					
immediate meaningful					
delayed rote					
meaningful rote					
9. BEHAVIOR EXPLOSIVE: refers to violent reaction which does not appear in any way to be connected with the situation at hand					
10. BEHAVIOR PURPOSIVE: directed toward a goal					
11. CLUTTERING: bursting "nervous" speech marked by rhythmic disorders, fluctuations in rate, frequent omissions and substitutions of sounds, tendency to scramble order of sounds, syllables, etc.					
12. CONCEPTUAL DISORDERS: disturbances of thinking					
reasoning					
generalizing					
memorizing					
other					
13. DEDUCTIVE REASONING: describes process of reasoning which moves from a whole to a part of parts					
14. DISTRACTIBILITY: attention easily drawn to extraneous stimuli, lacks continuity of effort and perseverance					

Observed Behavior Checklist (cont.)

		1	2	3	4	5
15.	EXCESSIVELY METICULOUS: exacting, formalistic or pedantic					
16.	ERRATIC: flighty or scattered behavior					
17.	LACKS a variety of responses, repeats himself in many situations					
18.	CRIES easily and often					
19.	OFTEN more confused by punishment					
20.	UPSET by changes in routine					
21.	CONFUSED in following directions					
22.	TENDS to be destructive, especially of the work of others					
23.	EASILY led, does what peers suggest even though inappropriate					
24.	MANIFESTS nervous tics, startle movements, etc.					
25.	DEMANDS much attention, works better with individual supervision					
26.	PREFERS to work by himself					
27.	LACKS control in class; will speak out or jump out of seat					
28.	DIFFICULTY with other children and/or adults					
29.	SEEMS generally unhappy					
30.	CONFUSED and apprehensive about rightness of response; indecisive					
31.	OFTEN tells bizarre stories					
32.	CLASSROOM comments are often "off the track" or peculiar					
33.	MIRROR writes; confuses W and M; D and B, etc.					
34.	PERSERVERATES: repeats words, actions, topics of conversation, etc.					
35.	ASKS questions when problem or work is not understood					
36.	PROFITS from the answer					
37.	DOES homework					
38.	MAKES good use of time in class					

SUMMARY

Primary problems in school:

Assets/strengths successfully built upon:

Successful teaching techniques and strategies used:

Source: Unknown

ORAL MECHANISM
Structure and Function

Name____________________ Birthdate______________ C.A.__________

Grade__________ Date______________ Examiner____________________

A. JAW

Movement during eating: Normal____ Slow____ Very slow____ Absent____

Food remains between teeth during eating process: Yes____ no____

Number of times child can open and close jaw in 5 seconds______________

B. LIPS

Loses food through lips when eating: Yes____ no____

Holds lips together normally____________________

Drooling present____________________

Puckers lips easily____ with difficulty____ unable____

Retracts lips easily____ with difficulty____ unable____

C. TONGUE

Tongue directs food between teeth during mastication______________

Tongue tip lateralizes during eating______________

Tongue tip elevates during eating______________

Tongue locates bits of food placed in various parts of mouth__________

Directed tongue movements:

- Elevates tongue easily____ with difficulty____ unable____
- Lowers tongue tip easily____ with difficulty____ unable____
- Projects tongue tip easily____ with difficulty____ unable____
- Retracts tongue tip easily____ with difficulty____ unable____
- Lateralizes - left easily____ with difficulty____ unable____
- Lateralizes - right easily____ with difficulty____ unable____
- Lateralizes rapidly____ with difficulty____ unable____
- Number of times he can say "da" in five seconds__________
- Number of times he can say "kitty" in five seconds__________
- Number of times he can say "puh, tuh, kuh" in five seconds__________

D. PALATE

Structure of palatal vault - normal____ high____ other____

Movement of soft palate - normal____ diminished____ no movement____

E. VOICE

Vocalizes______________ Mute______________

Length of time child can sustain a vowel sound______________

Vocal quality - normal____ hypernasality____ hyponasality__________

Vocal inflections - normal____ poor____ describe__________

Rhythm of speech - normal____ poor____ describe__________

Describe the vocal peculiarities or abnormalities__________

F. ARTICULATION

Give articulation test if indicated and list sound substitutions, omissions or any distortions observed______________

Attach articulation test, if given______________

G. GENERAL SUMMARY

Source: Jean Chapman

PIAGET RIGHT-LEFT AWARENESS TEST

*Child Development
Vol. XXXI, No. 1
(1965), 57-71

INSTRUCTIONS:

A. Show me your right.____________(R)
Now show me your left hand.____(L)
Show me your right leg.________(R)
Now show me your left leg._____(L)

B. (Sit opposite the child)
Show me my right hand.________(R)
Now show me my left hand._____(L)
Show me my right leg.__________(R)
Now, my left leg.______________(L)

C. (Place a coin on the table left of a pencil in relation to the child.)
Is the pencil to the right or to the left?__________ (R)
And the penny--is it to the right or to the left?____ (L)
(Have the child go around to the opposite side of the table.)
Is the pencil to the right or to the left?__________ (L)
And the penny--is it to the right or to the left?________ (R)

D. (Sit opposite the child with a coin in your right hand and a bracelet or watch on your left arm.)
You see this penny. Have I got it in my right hand or in my left?______ (R)
And the bracelet, is it on my right arm or my left?________ (L)

E. (Place three objects in front of the child: a pencil to the left, a key in the middle, and a coin to the right.)
Is the pencil to the left or to the right of the key?__________ (L)
Is the pencil to the left or to the right of the penny?__________ (L)
Is the key to the left or to the right of the penny?__________ (L)
Is the key to the left or to the right of the pencil?__________ (R)
Is the penny to the left or to the right of the pencil?__________ (R)
Is the penny to the left or to the right of the key?__________ (R)

TABLE III

Norms for the Piaget Right-Left Awareness Test

Age	Items Passed by 75% of Age
5	A
6	A
7	A,C
8	A, B, C, D
9	A, B, C, D
10	A, B, C, D
11	A, B, C, D, E

DIRECTIONS USING LOCATION ON PAPER:

1. Put two X's on the upper right corner of the paper.____________
2. Put three circles on the lower left corner of the paper.____________
3. Put one cross on the middle of the paper.__________
4. Draw a line from the upper left corner to the lower right corner of paper.________

---

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PREFERRED MODE OF LEARNING

(Kinesthetic - Auditory - Visual)

INSTRUCTIONS:

I am going to tell you a story.
Please close your eyes and listen.
(Make sure eyes are closed.)

STORY

You are in a room with a block. A man comes into the room and saws the block in half. Then he saws those pieces in half. He unplugs the saw and leaves.

QUESTIONS:

1. What color was the block?____________________
2. How many pieces did you have after the man sawed the block?______
3. How was the man dressed?____________________
4. What kind of saw did the man use?____________________
5. Did you see the man saw the block?____________________

METHOD OF DETERMINING CHILD'S MODE OF LEARNING:

Kinesthetic

1. If child uses a lot of gestures, movement of hands and arms
2. If child uses expressive movement

Auditory

1. If child repeats story verbatim
2. If child frequently responds when asked color, etc., "You didn't tell me."
3. If child doesn't picture or visualize action

Visual

1. If child tends to visualize the scene
2. If child can describe things in detail as to color, size, shape, clothes, etc

Source: Child Service Demonstration
Center, San Diego

QUICK-CALL LISTS: SPEECH PERCEPTION

Stand in back of student. Call number and word from either List 1A or 2A in normal speaking voice. Student indicates word he has perceived by circling same word on response sheet. (See following page.)

SP - 1A		SP - 2A	
1.	took	1.	look
2.	think	2.	thick
3.	man	3.	bad
4.	got	4.	hot
5.	rode	5.	wrote
6.	class	6.	glass
7.	beads	7.	beans
8.	half	8.	calf
9.	my	9.	buy
10.	caught	10.	corn
11.	shirt	11.	church
12.	wet	12.	when
13.	goat	13.	coat
14.	art	14.	hard
15.	guess	15.	yes
16.	gum	16.	come
17.	pig	17.	pink
18.	glove	18.	love
19.	hen	19.	head
20.	shoes	20.	juice
21.	down	21.	town
22.	hand	22.	and
23.	thank	23.	that
24.	bone	24.	boat
25.	plate	25.	played

Name____

Date______________________________ Grade__________________

QUICK-CALL LISTS: SPEECH PERCEPTION

RESPONSE SHEET - CIRCLE THE WORD GIVEN

1.	good	look	took
2.	think	thick	thing
3.	bat	bad	man
4.	cot	got	hot
5.	roll	rode	wrote
6.	glass	glad	class
7.	beets	beads	beans
8.	half	calf	laugh
9.	my	pie	buy
10.	caught	horn	corn
11.	church	shirt	skirt
12.	wet	when	while
13.	cold	goat	coat
14.	card	art	hard
15.	guess	yes	yet
16.	gum	come	cup
17.	big	pink	pig
18.	love	tough	glove
19.	hen	get	head
20.	choose	shoes	juice
21.	loud	town	down
22.	hat	and	hand
23.	than	that	thank
24.	bowl	bone	boat
25.	place	plate	played

RATING SCALE: APHASIA

Items selected from booklet for the Minnesota Test for Differential Diagnosis of Aphasia.

Date_____________________

Name__________________________ Birthdate_____________ CA_____________________

Grade Placement______________ Years in School_________ Handedness_______________

Overt Physical Symptoms or Paralysis____

Rating Scale:
1. Good function
2. Fair function
3. Poor function
4. No function
5. No information

AUDITORY DISTURBANCES

1. Recognizing common words_____
2. Discriminating between paired words_____
3. Recognizing letters_____
4. Identifying items named serially_____
5. Understanding sentences_____
6. Following directions_____
7. Understanding a paragraph_____
8. Repeating digits_____
9. Repeating sentences_____

VISUAL AND READING DISTURBANCES

1. Matching forms_____
2. Matching letters_____
3. Matching words to pictures_____
4. Matching printed to spoken words_____
5. Reading comprehension, sentences_____
6. Reading rate, sentences_____
7. Reading comprehension, paragraph_____
8. Oral reading, words_____
9. Oral reading, sentences_____

SPEECH AND LANGUAGE DISTURBANCES

1. Imitating gross movements_____
2. Rapid alternating movements_____
3. Repeating monosyllables_____
4. Repeating phrases_____
5. Counting to 20_____
6. Naming days of week_____
7. Completing sentences_____
8. Answering simple questions_____
9. Giving biographical information_____
10. Expressing ideas_____
11. Producing sentences_____
12. Describing picture_____
13. Naming pictures_____
14. Defining words_____
15. Retelling paragraph_____

VISUOMOTOR AND WRITING DISTURBANCES

1. Copying Greek letters_____
2. Writing numbers to 20_____
3. Reproducing wheel_____
4. Reproducing letters_____
5. Writing letters to dictation_____
6. Written spelling_____
7. Oral spelling_____
8. Producing written sentences_____
9. Writing sentences to dictation_____
10. Writing a paragraph_____

DISTURBANCES OF NUMERICAL RELATIONS AND ARITHMETIC PROCESSES

1. Making change_____
2. Setting clock_____
3. Simple numerical combinations_____
4. Written problems_____

COMMENTS:

Examiner_______________________

SAN DIEGO STATE COLLEGE - QUICK ASSESSMENT

The following is an oral screening device for use in classrooms and clinics. A skilled clinician can in a matter of 3 minutes ascertain a reading level and can gain some knowledge of the student's word attack skills.

Each list of 10 words should be typed on an index card so that the child doesn't ever see more than 10 words at a time. Write in the words that the child substitutes.

PP	Primer	1
see	you	road
play	come	live
me	not	thank
at	with	when
run	jump	bigger
go	help	how
and	is	always
look	work	night
can	are	spring
here	this	today

2	3	4
our	city	decided
please	middle	served
myself	moment	amazed
town	frightened	silent
early	exclaimed	wrecked
send	several	improved
wide	lonely	
believe	drew	entered
quietly	since	realized
carefully	straight	interrupted

5	6	7
scanty	bridge	amber
certainty	commercial	dominion
develop	abolish	sundry
considered	trucker	capillary
discussed	apparatus	impetuous
behaved	elementary	blight
splendid	comment	wrest
acquainted	necessity	enumerate
escaped	gallery	daunted
grim	relativity	condescend

8

capacious ____________
limitation ____________
pretext ____________
intrigue ____________
delusion ____________
immaculate ____________
ascent ____________
acrid ____________
binocular ____________
embankment ____________

9

conscientious ____________
isolation ____________
molecule ____________
ritual ____________
momentous ____________
vulnerable ____________
kinship ____________
conservatism ____________
jaunty ____________
inventive ____________

10

zany ____________
jerkin ____________
nausea ____________
linear ____________
inept ____________
legality ____________
aspen ____________
amnesty ____________
barometer ____________
gratuitous ____________

11

galore ____________
rotunda ____________
capitalism ____________
prevaricate ____________

12

risible ____________
exonerate ____________
superannuate ____________

13

luxuriate ____________
piebald ____________
crunch ____________

ANALYSIS

1. The list in which a student misses no more than one of the ten words is the level at which he can read independently. Two errors indicate his instructional level. Three or more errors identify the level at which reading material will be too difficult for him.

2. An analysis of a student's errors is useful. Among those which occur with greatest frequency are the following:

Error	Example
reversal	ton for not
consonant	now for how
consonant clusters	state for straight
short vowel	cane for can
long vowel	wid for wide
prefix	inproved for improved
suffix	improve for improved
miscellaneous	(accent, omission of syllables, etc.)

3. As with other reading tasks, teacher observation of student behavior is essential. Such things as posture, facial expression, and voice quality may signal restlessness, lack of assurance, or frustration while reading.

SOME NEUROLOGICAL SCREENING ITEMS

1. Have child walk.
2. Observe stance, posture.
3. Have child walk a line heel to toe for six feet forward, then backward.
4. Have child skip, hop, jump, and turn around.
5. Romberg - Child stands with eyes closed. Try each leg separately. Can he crouch on toes?
6. Finger to thumb--try tensing hand grip, observe other hand.
7. Arm out front, the head is rotated. See if an arm deviates.
8. Reflex tests--deep and superficial.
9. Language tests.
10. X-ray; EEG; neurological study; etc.
11. Visual and hearing evaluation--both acuity and perception.

Taken from notes "Neurological Evaluation" CSHA State Meeting, 1967.

Source: Carmen Dixon, Consultant
Chula Vista City School District

SPEECH AND HEARING EVALUATION: CEREBRAL PALSY

IDENTIFICATION

Name______________________________________ Birth date______________

Address____________________________________ Phone_________________

School______________________ Address_________________________

Referred by__________________ Address_________________________

Previous speech training for how long__________, where obtained______________

CHIEF COMPLAINT

____

____

____

COMMUNICATION LEVEL

How many words does he have that most people can understand: less than 5____, 5____, 10____, 15____, 20____, has words for everything____

How many words does he have that only the family can understand____

How many noises does he have that mean words to the family____

Does he use sound to get attention____

How many signals or signs does he have that have symbol value____

How many gestures does he use____

Does he have a signal for "yes" and "no"____

Does he use them for simple rejection or acceptance or can he answer questions__________________

Is he interested in people____

Does he recognize people____

Is he interested in his surroundings____

Does he use phrases____

Does he use sentences____

Does he seem to "think" sentences____

How does he express needs as for food, water, bathroom, etc.__________________

____

____

Describe the communication by checking the following:

Talks only when asked to repeat or name things_____

Communicates only about immediate needs or things that are "here and now"_____

Uses communication regarding recalled items_____

Uses communication regarding anticipated items_____

Tries to relate incidents_____

Does he talk or communicate rarely_____, occasionally_____, often_____, incessantly_____

During the first six months, other than crying, was the child silent_____, very quiet_____, average noisy_____, or noisy_____

When did vocal play begin_______________________________________

When did vocal play become differentiated_______________________________

When was first word used_______________________________________

When did he use several words___________________________________

When did he start to talk sentences________________________________

SPEECH LEVEL If speech is quite good, give articulation test; attach score sheet. If vocabulary is limited, list words said on back of sheet and underline vowels and consonants attempted and circle those achieved in words he says.

HEARING If possible, give audiometric test and attach audiogram.

Does he have startle response_____

Is he alerted by quiet noise makers_____

Is he alerted by loud noise makers_____

Does he localize sound_____

Does he respond to quiet voices_____

Does he respond to loud voices_____

Does he understand speech_____

What things does he seem to hear at home______________________________

____

Does the family think he can hear_____

Why____

____

Does he interpret his visual environment_____

Does he explore persons and things in his visual environment_____

Is he using vision and hearing equally well_____________________________

PHYSIOLOGICAL SUPPORT FOR SPEECH

A. Breathing How many breaths does he take in five seconds_____

Is the rhythm regular_____

Is there balance between thoracic and abdominal expansion____

Are there irregularities in the formation of the thoracic cage____

Does he have head balance____

When was it established____

Does he have sitting balance____

When was it established________________________________

How is breathing affected by voluntary use of hands________________

How long can he sustain exhalation________________________________

How many quick breaths can he take in five seconds________________

B. Phonation Does the child laugh and cry readily________________

Is voice in laughing and crying normal, strained, or faint____________

Does he use voice automatically________________________________

What is quality of automatic voice________________________________

Are automatic tones sustained____

Can he produce sound voluntarily____

What is quality of voluntary sound________________________________

For how many seconds can he voluntarily sustain voice______________

How many times can he start and stop his voice in five seconds__________

C. Tongue Is there movement in the tongue when child is resting____

Describe movement____

____

____

Is there overflow movement during eating____, voluntary hand use____, voluntary phonation____, startle____

What is the nature of overflow movement____________________________

Is extension-retraction pattern present when tongue is swung from side to side rapidly____, none____, trace____, some____, much____

Does tongue direct food between the teeth during mastication____

Is rate of movement in eating very slow____, slow____, or normal____

Is lateralization of tongue-tip in eating good____, fair____, poor____, trace____, absent____

Does tongue lateralize with resistance____, at back____, tip____

Is there synkinetic lateralization of tongue____

Does movement of hands during eating precipitate overflow tongue movements____

Does tongue-tip elevate during eating____

Can tongue-tip locate small bits of food____

Is peristalsis good____, fair____, poor____, missing____

Are the intrinsic fibers active in eating____

Can he project tongue on command____

Can he lateralize tongue on command____

Can he elevate tongue-tip on command____

How many times can he produce the syllable "da" in five seconds____

How many times can he produce "da" in five seconds when the mandible is stabilized____

Can he follow rhythmic patterns in the production of sequence of the syllable "da"____

D. Jaw Is movement during eating absent____, very slow____, slow____, normal____

In chewing does jaw have lateral and anterior-posterior movement to aid in keeping food between teeth____

How many times can he open and close jaws in five seconds____

E. Lips Are lips used purposefully in mastication to retrieve bits of food placed under them--not at all____, trace____, poor____, fair____

Does he drool____

Does he lose food through lips____

Is mouth habitually held closed____

Can he hold lips closed voluntarily____

Do lips have tonicity--none____, trace____, poor____, fair____, normal____

Do cheeks have tonicity--none____, trace____, poor____, fair____, normal____

Holding the teeth together lightly, how many times can he open and close the lips in five seconds____

SUMMARY Check the items you think contribute to speech problems. Underline the major ones.

Hearing acuity____

Use of hearing____

Use of vision____

Slow mental maturity____

Lack of opportunity____

Motor deficit____

Does he seem like a good bet for training____

What is his approximate speech age____

RECOMMENDATIONS

Date of examination______________ Clinician__________________________

SPELLING ANALYSIS

DIRECTIONS:

1. Select the last five words student identified correctly on the word recognition part of the WRAT.
2. Select five words the student did not correctly identify.
3. Use these ten words for a spelling test.
    a. Dictate words orally
    b. Student writes words

ANALYSIS:

1. Look for student attempts at phonetic spelling of known words.
2. Look for student attempts at visualizing known words.
3. Compare spelling attempts of known to unknown words.
4. Look for student attempts at phonetic spelling of unknown words.
5. Look for visual and auditory sequencing difficulties.
6. Look for reversal tendencies.

If a student consistently attempts a phonetic approach, the student may be relying more strongly on the auditory skills. If a student spells some of the words correctly from memory, he may be relying more strongly on the visual skills. If a student has a lot of difficulty with both the reading and spelling of words, he may not be utilizing either auditory or visual skills.

Spelling analysis can provide some indication of a student's approach to learning. A spelling analysis can also provide some guidelines for the following two questions:

1. Is the student using an auditory or visual, or neither approach to reading and spelling.
2. What are the student's strengths and what skills does the student need to strengthen.

The importance of this analysis is that this information cound be used in planning teaching approaches for the student. This is an excellent assessment tool to utilize with regular classroom teachers.

Source: Child Service Demonstration Center
San Diego

SPONTANEOUS LANGUAGE SAMPLE RECORD

Name ____________________ Date ____________

School ____________ Grade ________ B/D ______ CA ______

A language sample should contain at least fifty different and consecutive sentences or utterances elicited from the child in conversation, using stimulus materials, pictures, toys, and activities in which the child is interested.

Spontaneous language samples:

Recorded by tape ______

Level of intelligibility ______

Incidence of echolalia ______

Incidence of dysnomia ______

Analysis of sample with written transcription/record ______

Recorded by writing ______

Incidence of dysfluency ______

Incidence of circumlocutions ______

Evidence of voice disorder ______

Other ____

Describe setting and activity under which samples were elicited ____________

Conclusions: ____

Examiner ____________________

LANGUAGE SAMPLES TRANSCRIPTION: Attach

Source: Jean Chapman

STUDENT INTERVIEW
(High School)

Name ____________________ Age ________ Date ____________________

School/Grade ____________________ Homeroom Teacher/Counselor ______________

1. Names and ages of brothers and sisters? ____________________
____

2. What are your regular responsibilities at home? ____________________
____

3. Do you get a regular allowance? ____________________

4. What pets do you have? ____________________

5. Do you have a TV set? ____________ a stereo? ____________

6. What tools or sports equipment do you regularly use? ____________________
____

7. What do you like best about your home life? ____________________
____

8. How often do you go to the movies? ____________________

9. Which movies have you liked best? ____________________
____

10. Do you go to:

basketball games? ________
baseball games? ________
football games? ________
soccer games? ________
tennis matches? ________
swimming meets? ________
rock concerts? ________
other concerts? ________

11. What hobbies and/or collections do you have? ____________________
____

12. Have you been to:

a museum?_____ which one(s)?______________________________

a summer camp?______ where?______________________________

backpacking?________ where?______________________________

a ranch?________ where?______________________________

a trip by boat?_________ airplane?_____ where?________________

13. What states have you visited?______________________________

14. What vacation trips have you most enjoyed?______________________________

15. Have you taken classes in:

art?_____ dancing?______

music?______ church school?______

16. What music groups do you like best?______________________________

17. What are your favorite TV shows?______________________________

18. What type of books and magazines do you like to read?______________________________

____

19. Do you have a Social Security card?______________________________

20. Do you have a California driver's license?______________________________

21. Do you work for pay?______________________________

22. What do you want to accomplish after graduation?______________________________

____

23. How do you spend your money?______________________________

24. What are the names of your closest friends?______________________________

25. What clubs or youth groups do you belong to?______________________________

____

There are no norms for this interview sheet; however, the interviewer should be able to estimate areas in which experience is lacking or meager.

STUTTERER'S SPEECH SITUATION RATING SHEET

Instructions: After each item on the following page write a number from 1 to 5 in each of the four columns. Numbers for each of the columns are to be interpreted as follows:

I. Avoidance

1. I never try to avoid this situation and have no desire to avoid it.
2. I don't try to avoid this situation, but sometimes I would like to.
3. More often than not I do not try to avoid this situation, but sometimes I do try to avoid it.
4. More often than not I do try to avoid this situation.
5. I avoid this situation every time I possibly can.

II. Reaction

1. I definitely enjoy speaking in this situation.
2. I would rather speak in this situation than not.
3. It's hard to say whether I'd rather speak in this situation or not.
4. I would rather not speak in this situation.
5. I very much dislike speaking in this situation.

III. Stuttering

1. I don't stutter at all (or only very rarely) in this situation.
2. I stutter mildly (for me) in this situation.
3. I stutter with average severity (for me) in this situation.
4. I stutter more than average (for me) in this situation.
5. I stutter most severely (for me) in this situation.

IV. Frequency

1. This is a situation I meet very often, two or three times a day or even more on the average.
2. I meet this situation at least once a day with rare exceptions (except Sunday, perhaps).
3. I meet this situation from three to five times a week on the average.
4. I meet this situation once a week, with few exceptions, and occasionally I meet it twice a week.
5. I rarely meet this situation--certainly not as often as once a week.

Name______________________________________ Date________________ Sex____________

School______________________________________ Grade__________ Birthdate____________

	Avoidance	Reaction	Stuttering	Frequency
1. Ordering in a restaurant				
2. Introducing myself (face to face)				
3. Telephoning to ask price, train fare, etc.				
4. Buying train or bus ticket				
5. Short class recitation (10 words or less)				
6. Telephoning for taxi				
7. Introducing one person to another				
8. Buying something from store clerk				
9. Conversation with good friend				
10. Talking with instructor after class				
11. Long distance telephone call to someone I know				
12. Conversation with my father				
13. Asking girl for date (or talking to boy who asks me for date)				
14. Making short speech (1 or 2 minutes) in familiar class				
15. Giving my name over telephone				
16. Conversation with mother				
17. Asking a secretary if I can see her employer				
18. Going to a house and asking for someone				
19. Making a speech to unfamiliar audience				
20. Participating in committee meeting				
21. Asking instructor question in class				
22. Saying "hello" to a friend going by				
23. Asking for a job				
24. Telling funny story with one stranger in the crowd				
25. Telling a person a message from someone else				
26. Parlor games requiring speech				
27. Reading aloud to friends				
28. Participating in a bull session				
29. Dinner conversation with strangers				
30. Talking with your barber				
31. Telephoning to make appointment, to arrange meeting place with someone				

	Avoidance	Reaction	Stuttering	Frequency
32. Answering roll call in class				
33. Asking at a desk for a book, card to be filled out, etc.				
34. Talking with someone you don't know well while waiting for bus, class, etc.				
35. Talking with other players during a playground game				
36. Taking leave of a hostess				
37. Conversation with friend while walking along street				
38. Buying stamps at post office				
39. Giving directions or information to strangers				
40. Taking leave of a girl (boy) after a date				

Source: Unknown

STUTTERING SEVERITY INSTRUMENT

Name____________________ Age_____ Sex_____ Date______________

Speech Pathologist______________

FREQUENCY (Use A or B, not both):

A. For readers. Use 1 and 2.				B. For nonreaders.	
1. Job Task		2. Reading Task		Picture Task	
Percentage	Task Score	Percentage	Task Score	Percentage	Task Score
1	1	1	2	1	4
2-3	3	2-3	2	2-3	6
4	4	4-5	5	4	8
5-6	5	6-9	6	5-6	10
7-9	6	10-16	7	7-9	12
10-14	7	17-26	8	10-14	14
15-28	8	27 and up	9	15-28	16
29 and up	9			29 and up	18

Total Frequency Score: A 1 & 2 or B

DURATION:

Estimated Length of Three Longest Blocks	Task Score
Fleeting	1
One-half second	2
One full second	3
2 to 9 seconds	4
10 to 30 seconds (by second hand)	5
30 to 60 seconds	6
More than 60 seconds	7

Total Duration Score:

PHYSICAL CONCOMITANTS:

Evaluating Scale: 0=none; 1=not noticeable unless looking for it; 2=barely noticeable to casual observer; 3=distracting; 4=very distracting; 5=severe and painful looking.

1. Distracting sounds. Noisy breathing, whistling, sniffing, blowing, clicking sounds................0 1 2 3 4 5
2. Facial grimaces. Jaw jerking, tongue protruding, lip pressing, jaw muscles tense..................0 1 2 3 4 5
3. Head movement. Back, forward, turning away, poor eye contact, constant looking around.........0 1 2 3 4 5
4. Extremities movement. Arm and hand movement, hands about face, torso movement, leg movements, foot tapping or swinging..................0 1 2 3 4 5

Total Physical Concomitant Score:

Interpretation of Results:

0-5	very mild
6-15	mild
16-23	moderate
24-30	severe
31-45	very severe

(Percentile scores are provided in text of Riley's article, p. 318.)

Total Overall Score:

Source: "A Stuttering Severity Instrument for Children and Adults," JSHD, 314-322, 1972, by Glyndon D. Riley

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TAKING A HANDWRITING SAMPLE

1. Ask student to write first and last name.
2. Ask student to copy a (previously prepared) model sentence.

Behavior to Observe during a Handwriting Sample

- ____Head too far from or too close to writing surface
  - _____ close
  - _____ far
- ____Tense or cramped hand, arm and body muscles
  - _____ hand
  - _____ arm
  - _____ body

- _____ Awkward body posture
- _____ Inappropriate pencil grip
- Pressure
  - _____ too hard
  - _____ too light
- _____ Unusual or inappropriate slant of the paper
- Smoothness of flow during handwriting sample
  - _____ smooth
  - _____ labored

Analyzing the Handwriting Sample

- _____ Poorly spaced letters
- _____ Poorly or incorrectly formed letters
- _____ Unevenness of letters (some tall, some small)
- _____ Small or cramped letters
- _____ Unusual slant of the handwriting sample
- _____ Illegible letters
- _____ Disconnected letters when they should flow and be connected
- _____ Inability to write on the line
- _____ Smudges, excessive erasing

Source: Mary Hopper
Child Service Demonstration
Center - San Diego

TEST OF WRITTEN EXPRESSION

Directions:

1. Show the student a colorful picture suitable for age and interest.
2. Give student paper and pencil. Say, "Please write a story about the picture."
   - Give no help for two minutes but encourage him to try.
   - If he begins but asks for spelling help, give it. Make a note of those words.
   - If he cannot proceed, ask him to say what he is thinking so you can write it down for him to copy. Write exactly as dictated.
3. Scoring:
   - Check appropriate level.
   - Cross out inappropriate statements on that level.
   - Do not complete the section "Analysis of Written Expression."

Source: La Mesa-Spring Valley School District
Instructional Division
Pupil Personnel Services
Title VI-B Project #371-68197-0000771

EVALUATION OF WRITTEN EXPRESSION

QUALITY OF IDEATION:

Meaningless language.	Concrete-descriptive labeling of objects or action.	Concrete-imaginative roles assigned to figures, feelings are mentioned, interaction between figures is mentioned.	Abstract-descriptive sequence of events. Whole picture is given a setting.	Abstract-imaginative plot developed. Imaginary events told. Some tendency to philosophize.

QUALITY OF WRITTEN EXPRESSION:

Level 0:	Level I:	Level II:	Level III:	Level IV:	Level V:	Level VI:	Level VII:
No verbal output. No written expression.	Verbal output but ideas are jumbled. Rambles and forgets. Does not copy examiner's output.	Dictates and copies examiner's output. On his own constructs less than three words. Makes only illegible marks.	Attempts written work but is hampered by mechanics. Forgets sequence and ideas. Needs help much of time. Can write only a three-word sentence on his own.	Writes a story on his own. Needs help in spelling. Uses language inferior to oral language. Relies on known patterns. Leaves words out.	Writes story on own with minimum help, less than 50-word composition.	Same but meets 50 word criterion.	Acceptable quality composition for age. No impairment of written skills.

ANALYSIS OF WRITTEN EXPRESSION:

Composition Length (number of words) ____________________

Mean Sentence Length $\frac{\text{(total number of words)}}{\text{(number of sentences)}}$ ____________________

TTR (Type Token Ratio) $\frac{\text{(different words)}}{\text{(total number of words)}}$ ____________________

SynCR (Syntax Correctness Ratio) $\frac{\text{(number of words - number of errors)}}{\text{(number of words)}}$ ____________________

SCR (Spelling Correctness Ratio) $\frac{\text{(number of words - number of errors)}}{\text{(number of words)}}$ ____________________

THE WAY IT IS ---

INCOMPLETE SENTENCES

Name______________________________________Grade___________Date___________

1. In sports - - -
2. My favorite sport - - -
3. I think that school - - -
4. My best friend is - - -
5. I am unhappy sometimes because - - -
6. The thing that bothers me most is - - -
7. When my father says "mad words" at me - - -
8. My school work - - -
9. When my sister and I argue I - - -
10. Boys - - -
11. Girls - - -
12. Close friends are needed when - - -
13. Sometimes - - -
14. When my mother says "mad words" at me - - -
15. When my parents argue I - - -
16. In arithmetic - - -
17. When my brother and I argue I - - -
18. When my father gets mad at me I - - -
19. My older sisters always get to - - -
20. My teacher thinks - - -
21. Reading - - -
22. When my mother gets mad at me I - - -
23. My older sister thinks that - - -
24. My friends - - -

25. I am afraid when - - -
26. When I become upset or mad, usually it is because - - -
27. My father - - -
28. My older brother always - - -
29. My younger brother always - - -
30. My mother - - -
31. Sometimes I get so mad - - -
32. Usually when I play with my friends - - -
33. When I think of school - - -
34. The principal - - -
35. When my teacher gets mad at me I - - -
36. My spelling - - -
37. My handwriting - - -
38. My art work - - -
39. Singing songs - - -
40. I wish I could be like - - -
41. I wish I could be like - - - because - - -
42. I don't like - - -
43. The most fun I have is when - - -
44. When I talk - - -
45. Of all the things in the world, I would like to - - -
46. People usually have it in for me because - - -
47. I usually get blamed when - - -
48. If I had three wishes - - -
49. I like - - -
50. Television - - -

Source: Unknown

TIME INVENTORY

Name______________________________Age________Date______________

Examiner________________________

I. CONCEPT

A. Past

1. What day was yesterday?____________________
2. What did you do last night?____________________
3. Did you go to school yesterday?____________________
4. What did you eat for breakfast today?____________________
5. What did you do before breakfast?____________________
6. What did you do last summer?____________________
7. What grade were you in last year?____________________

B. Present

1. What day is today?____________________
2. How old are you now?____________________
3. What are you doing now?____________________
4. Where is your father today?____________________
5. Are you eating lunch at home today?____________________
6. Where is your mother?____________________

C. Future

1. What day will tomorrow be?____________________
2. How old will you be on your next birthday?____________________
3. Where will you sleep tonight?____________________
4. Where will you be tomorrow?____________________
5. When are you going home?____________________
6. What grade will you be in next year?____________________
7. What are you doing after school today?____________________

D. Relationships - Before and After

1. What day comes after Sunday?____________________
2. What do you do after dinner?____________________
3. What day comes before Friday?____________________
4. What month comes before March?____________________
5. What month comes after June?____________________
6. What month comes before January?____________________
7. What year comes after this one?____________________
8. What meal comes before lunch?____________________
9. What season comes before summer?____________________
10. When does the sun come up (get light)?____________________

E. Relationships - Length of Time

1. Which is longer, a day or a week?____________________
2. Which is longer, a month or a year?____________________
3. Is an hour shorter than a minute?____________________
4. Is a year shorter than a month?____________________
5. Which is shorter, a second or a minute?____________________
6. Which is shorter, an hour or a half hour?____________________

II. AUTOMATIC

A. Sunday - Monday - Tuesday - Wednesday - Thursday - Friday - Saturday #____

B. January - February - March - April - May - June - July - August -
September - October - November - December #____________________

C. Spring - Summer - Fall (Autumn) - Winter #____________________

D. How many? Seconds in a minute?________ Days in a month?________
Minutes in an hour?________ Days in a year?________
Hours in a day?________ Weeks in a year?________

III. CLOCK

A. Set:	1.	6:00____________	B. Read:	1.	5:00____________
	2.	3:30____________		2.	12:30____________
	3.	1:15____________		3.	3:15____________
	4.	5:45____________		4.	4:45____________
	5.	7:25____________		5.	9:55____________

TIME INVENTORY (cont.)

IV. COMMENTS

Source: Child Service Demonstration Center
San Diego

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USE OF THE HOME LANGUAGE

Name_______________________________ Birthdate________ CA______________

School______________________ Grade_______ Dominant/Home Language___________

1. Child communicates primarily through: gesture_____ speech_____
2. Child can imitate: new words_____ speech sounds_____ animal sounds_____
3. Does child use speech to meet his basic needs? yes_____ no_____
4. Does child use language to express his wants? yes_____ no_____
5. Can child name family members? yes_____ no_____
   Familiar objects? yes_____ no_____
6. At what age did the child begin to speak?________
7. If questioned, the child prefers to respond with: gesture_____ simple sentences_____ 1 to 2 words_____ compound or complex sentences_____
8. Does the child appear to have difficulty understanding the home language? yes_____ no_____
9. When the child speaks, do others have difficulty understanding him?

		Yes	No
A.	Family members who live with the child:		
	1) Mother	_____	_____
	2) Father	_____	_____
	3) Siblings	_____	_____
	4) Others (specify)________________	_____	_____
B.	Extended Family	_____	_____
C.	Playmates	_____	_____
D.	Neighbors (adults)	_____	_____

10. Do you consider the child to be rather talkative_____ quiet_____ or silent_____?
11. Do you think that the child has a problem speaking? If so, describe your concern(s):

12. Other significant comments:

Source: Marilyn Mason
San Ysidro School District
San Ysidro, California

PART III

INTERVENTION

INTERVENTION MATERIALS MATRIX

The information compiled in the Intervention Materials Matrix grew from the need to identify and procure commercially prepared instructional materials reflecting the most recent needs in special education, specifically, the implementation of PL 94-142. This matrix gives suggested sources of published intervention materials with an accompanying brief description. The reader is invited to add to the blank matrix form those materials which have value in special education.

Description and Source
INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
"An Open Letter to the Mother of a 'Stuttering' Child"	PM	Wendell Johnson's "letter" describes the stuttering syndrome. Appropriate for parent conferences and parent education	Open	Interstate Printers and Publishers Inc.
Aphasia Theory and Therapy, Selected Lectures and Papers of Hildred Schuell	T	Self-contained textbook as well as definitive practical guide to diagnosis, therapy and management of aphasia.	Elem. Sec. Adult	Univ. Park Press
Apple Tree: A Developmental Language Program	PM	Based on structural linguistics. Presents language through 5 teaching strategies. Spirals through 10 instructional units in sequential progression. Contains workbooks, manual and pre-post-test booklets.	Pri.	Dormac, Inc.
Auditory Learning: Zigmond and Cicci	PM	Presents rationale for preschool and school-age child's needs for adequate attending skills. Lists activities and materials. Has usefulness for language delayed, hearing impaired, and auditory disordered.	Preschool and primary grades	Adapt Press, Inc.
Auditory Perception Training (APT)	AV PM	Program designed to present in sequential manner, 5 areas of auditory perception, (each containing 3 levels of activities): Memory, motor, figure-ground, discrimination and imagery. Spirit masters and casette tapes included.	School age	Developmental Learning Materials

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

* *Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Auditory Training for Children: Whitehurst	PM	Lessons presented in order of increasing difficulty. Lessons emphasize auditory training but include areas of speech and reading.	Infancy to 6 years	Alexander Graham Bell Association for Deaf, Inc.
Basic Life Functions: #1 Learning to Communicate	PM	A curriculum guide covering 10 persisting life-need areas for individuals with exceptional needs. Persistent Life Need #1: Learning to Communicate Ideas provides specific suggestions for development of essential perceptual and cognitive habits and skills needed to listen, speak, read, write and manipulate concepts. (Cost $7.50)	Pre to adult	Wisconsin Dept. of Public Instruction
Basic Reading for Adults and Teens: Read On!	PM T	Designed for adults and teenagers who have little or no competence in basic reading. It also may be used for students in middle grades who are having difficulty learning to read. Program consists of 10 paperback books, 10 workbooks, teacher's guide with 2 placement tests, a detailed explanation of the program and supplemental tutoring suggestions.	Middle grades to adult	Literacy Volunteers of America, Inc.
Boehm Resource	K	Kit contains: (1) teacher's manual with 15 teaching units developing a basic concept area, (2) concept cards for each area; (3) worksheet duplicating masters; (4) gamecards, puzzles and game-like activities; and (5) picture book "PAIRS."	K-3 and remedial	The Psychological Corp.
A Book for Concept Development (ABCD)	PM	Series of worksheets complete with instructions designed to build concepts of Boehm Test. Teaching strategies stress using actual experience prior to worksheet tasks. Permission is granted to duplicate materials.	K-3 and remedial	Whitehaven Publishing Company, Inc.

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Building Blocks for Developing Basic Langauge	PM	Language curriculum developed for deaf multi-handicapped. Features small step spiraling progression. Simpler than Apple Tree.	0-6	Dormac, Inc.
Burk's Behavior Rating Scales	PM	Profile sheets identify areas of concern. Use of scales show changes in behavior over a period of time. Provides a source of material for conferences with parents. Also useable by parents in parent education. Manual overviews intervention procedures.	Pri.- Jr.	Arden Press
Chula Vista Reading and Math Diagnosis and Prescription	PM	A monitory/management system for reading and math designed for use by classroom teachers. Math components, concept, and application keyed to Holt Math Series and Kennedy Kits has shown usefulness with deaf and hard of hearing.	K-6	Chula Vista City School District
Cognitive Intervention Program	PM	Intermediate students learn the processes of reasoning and expand classification skills.	6-9	Developmental Learning Materials
Compucat	PM	Math timed tests. Child advances at own pace.	1-3	Beardsley School

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Creative Games for Learning: Karne's	PM	Games for teachers of parents to make which can easily be modified to meet the needs of handicapped. Games also appropriate for regular classroom use in mainstreaming. Recommended for language, speech, hearing specialists.	MA 3-8 yrs	The Council for Exceptional Children
Curriculum Assessment Resources Evaluation (CARE)	PM	Developmental curriculum for special education providing goals and objectives in 4 major curriculum areas: Language communication, independent living skills, psycho motor, and social-emotional skills. Each area is further defined with curriculum developed, e.g. language/communication: initial process, oral language, non-oral language and written language.	All	Los Angeles County Department of Ed.
Curriculum: Cognition and Content: Kopp	T	Continuing focus on need for evaluation of various curriculum approaches for groups of children with different talents and interests	Open	Alexander Graham Bell Assoc. for Deaf
Curriculum Guide for Aphasia Class	PM	Guide includes a developmental language skills continuum, list of suggested activities, a selected bibliography, provides checklists of skills for program planning and guidelines for introducing SLH individuals to academic learning.	Elem.	Chula Vista City School District
Distar Language I and II Distar III	K	Language intervention materials. Emphasis of the language programs on expressive, receptive, motor, imitation skills. I K-3; II Intermediate; III Writing activities primarily.	Pre to Jr.Hi.	Science Research Assoc., Inc.

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Dubnoff	T	Individual program to improve visual motor performance.	Elem.	Teaching Resources New York Times, Inc.
Family Circus	PM	Thinking skills - language development. Developed for hearing impaired but recommended for use with SLH.	Open	St. Johns School for the Deaf
Fokes Sentence Builder	K	Provides structured program. Entry level child combines 2-3 words meaningfully. Comprehensive language program to develop speech and language. Three levels of instruction prepared. Builds meaningful associations between visual materials and spoken speech patterns. Teaches specific grammatical rules. Adaptable to large range of language disabilities and age.	Open	Teaching Resources
GOAL Kit	K	Built on the clinical model of the ITPA. Lessons are in game format. Each lesson plan has 5 parts: language processing category, lesson objective, materials, criterion activities, and some reinforcement activities. Remedial appropriate.	3-5 MA	Milton Bradley Co.
Green Mountain Math Book: decimals Book 2: fractions	PS/PM	Developed for hearing impaired students in a preparatory community college program. Includes diagnostic tests and placement guide. Semi-programmed format. Self correcting.	H.S.	Dormac, Inc.

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Guidelines in Curriculum for Severe Language Handicapped/Aphasia	PM	Developed to assist teacher of SLH to provide for individual needs and continuity in his educational program. Provides information in understanding SLH child and providing appro-classroom environment, assessment, and sequences of instructional objectives: motor, auditory perception, visual perception, language, reading and math.	Elem. and Sec.	San Diego City Schools
Handbook in Diagnostic Teaching (Mann-Suiter)	PM	Designed for teachers working with learning disabled children. Lists problems and remediation in primary and secondary skills.	Open	Allyn & Bacon, Inc
Hearing With Our Eyes: Macnutt (Lipreading manual and workbook)	PM	Lessons progress from clearly visible to more obscure movements. Each lesson consists of 24 sentences, a story, 2 games or devices. Philosophy of author stresses need for success is of great importance. Workbook available for student.	Primary to Jr.Hi.	Alexander Graham Bell Assoc. for Deaf, Inc.
IDEA Kit Individualized Developmental English Activities	K	Management program for learning to speak and understand English language in a diagnostic-prescriptive framework. Incorporates 6 skill areas and 8 levels of difficulty: vocabulary, following directions, descriptive words, grammatic structure, articulation, verbal expression. Provides comprehensive test book containing placement test enabling entry at appropriate level. Criterion referenced pre and post tests included for each level.	K-8	Baleard and Tighe Company
Jack & Julie Series	PM	Designed to teach language, oral and written. Writing stories activities. Recommended for SLH.	Open	St. Johns School for the Deaf

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Language Acquisition Program (LAP)	T/PM	Designed to teach a language system to severely retarded children. Structured primarily for oral presentation. It has been used successfully with visually handicapped, hearing handicapped, autistic, emotionally disturbed, aphasic or brain damaged children.	M.A. 1-3	Research Press
Language Master	AV	Personal machine permits student to see and hear stimulus and record his own response. Stimulus card provides correct word patterns, rhythm patterns, stress inflections and correct usage.	All ages	Chas. E. Merrill
The Language of Classifications: Animals Mary Lou Rush	PM	Designed to help intermediate students develop the ability to use deductive reasoning.	Upper Elem. and Jr. Hi.	Alexander Graham Bell Assoc. for Deaf
Language of Directions: A Programmed Workbook	PM	Textbook program to teach most frequently used directions found in current textbooks, manuals, workbooks, and standardized tests. Child makes response in book which allows for self monitoring. Program was developed for hearing impaired but has been found applicable to students with language deficits.	Upper Elem. Jr.Hi. High	Alexander Graham Bell Assoc. for Deaf
The Language of Life	PM	Junior high to adult students learn idioms and problem solving life situations through stories and written work.	8-14	Center on Deafness

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Learning to Listen (Tracy Clinic) Record	AV	Scientifically designed for young children in early stages of language and speech development. Record uses familiar sound effects, varying voice inflections, and differing time intervals to sharpen child's listening acuteness. Activity enlisting. Use with picture and written stimulus where appropriate.	Pre-school and primary	John Tracy Clinic
Lessons in Syntax	PM	A method of teaching written constructions based on transformational grammar. Designed for developmental or remedial use. Follows Apple Tree in developmental sequence.	Gr. 5 upward	Dormac, Inc.
Listening Comprehension (1) Informal Inventories (2) Games and Activities	PM	Addressed to establishing listening as an explicit educational objective. Manuals provide series of inventories of listening abilities and strategies for building more mature listening techniques.	Grs. 1-3	Educators Pub. Service, Inc.
Materials for Expressive Syntax Therapy (MEST)	K	Provides guidelines for language evaluation and guidelines and materials for planning and implementing expressive syntax therapy. Not intended as complete language program. Sequence of teaching appears logical. Entry level determined by pretest described in manual. MEST material lends itself to variety of activities and other materials.	Pre and school age	Novato Unified School District
Mathematics Their Way: Mary Baratta Lorton	PM/G	The goal of the activities of the book is to develop understanding and insight of the patterns of mathematics through the use of concrete materials. Activities in the book help children see relationships and interconnections in mathematics. The book also contains assessments.	Pre school to third	Addison-Wesley Publishing Co.

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
MCP Mathematics Readiness Program	PM	Develops basic concepts, readiness skills of left-to-right, top-to-bottom progression, and provides games assigned to give positive attitude toward math. Includes workbook.	Pre-school & Kindergarten	Modern Curriculum Press, Inc.
MWM Program for Developing Language Abilities	K	Based on model of ITPA. Primary purpose is to remedy learning disabilities in 12 areas of language. Secondary purpose is for developmental teaching of language to children who are not learning disabled. Includes pre and post test inventories.	Pri. Elem.	Educational Performance Assoc.
Newby Visual Language	PM	Collection of 8-½" x 11" drawings designed specifically to make language visual: verbs, adjectives, pronouns, prepositions and idioms. Two workbooks available. Correlates well with Apple Tree.	Ungraded	Newby Visual Language, Inc.
Occupational Notebook	PM	Teachers notebook and student guide to aid in developing student notebook of occupational future.	All levels	Research Press
Out in the Back Forty: Hazel Bright	PM	"Cookbook" of information for remedial speech and hearing programs. Includes suggestions in developing a program, forms for referrals, screening, parent reports, hearing voice referral, records, etc. Covers remediation suggestions in speech and language disorders including hearing impaired. Presents a kindergarten speech and language development program.	Elem. and Sec.	Redwood Pub. Co.

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Peabody Language Development Kits	K	Self contained kit of lessons and materials to stimulate oral language and intellectual development. Four kits designed for four levels.	3-9½	American Guidance Service
Peel and Put Speech and Language (pictures and manual)	M	Designed to build skills needed for successful communication. Relates articulation improvement to broader goal of developing proficient English. Activities to meet needs of disadvantaged bilingual and exceptional children.	K-6	Communication Skill Builders
Perceptual Communication Skills: Selma E. Herr	T/PM	Manual for teacher. Workbooks at three levels. Designed to train student to develop greater awareness through learning to listen effectively and critically.	Pre school to adult	Instructional Materials and Equipment Dist.
Phonovisual Method:	K	Based on pictorial charts. Arranged on a scientific phonetic foundation together with a plan for training in auditory and visual discrimination. Materials include: manual, charts, workbooks, games, worksheets.	K-4 and re-medial	Phono-visual Products
Play It By Ear	PM	Designed to develop good listening habits in hearing impaired children. Book is organized around 5 sources of sounds, presenting tasks in order of increasing difficulty. Has usefulness for children with language delay or those with specific auditory dysfunction.	Infancy to 6 yrs.	John Tracy Clinic

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Project ALAP: Alternative Language Program	PM	Provides alternative teaching strategies for language delayed children. Covers basic skills and auditory integrative skills needed for academic achievement. Format is "cookbook" style notebook, provides daily developmentally sequenced criterion references, lesson plan format. Appropriate for aides to use with children. Provides 3 workbooks.	K-3	La Mesa-Spring Valley School District
Project WORTH: Work Options Related to the Handicapped	PM	A career education curriculum guide providing resources, activities and performance objectives including a home follow-up plan addressing 3 areas: social skills, academic skills and sensorimotor skills. Regular class materials and readily available media are suggested.	Elem. and Jr. Hi.	La Mesa-Spring Valley School District
Slingerland - A Multi-Sensory Approach to Language Arts	PM	Designed to help students with a language learning disability.	Gr.1-4	Educators Publishing Service Inc.
The Secondary Resource Specialist in California: Promising Practices	PM	Gives useful information for training and development specialists. Addresses: structure and management, establishing communication links, assessment and instructional planning, curriculum approaches, and inservice training.	Sec.	Foreworks
Sequence Pictures for Story Telling	PM	Interesting pictures, sequentially arranged, with underlying simple story designed to encourage children to express themselves, broaden conceptual understanding, learn language forms, provide modeling situations, and encourage carry-over in articulation therapy.	All	Whitehaven

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Sequential Math	PM	Diagnostic tests and drill to remediate error formation. Very large print, very well sequenced.	3-10-	Holt Rhinehart
Sequential Testing and Educational Programming (S.T.E.P.)	PM	A developmental framework of behavioral objectives. Describes capacities, learning modalities, developmental levels and appropriate curriculum. Concentrates on level of function rather than cause and offers teaching/learning suggestions.	Pre school through Gr. 6	Academic Therapy Publications
Some Remediation Suggestions for Concepts of Boehm Test of Basic Concepts, Books I and II	PM	Designed to develop good listening habits in hearing impaired children. Book is organized around 5 sources of sounds, presenting tasks in order of increasing difficulty. Has usefulness for children with language delay or those with specific auditory dysfunction.	Infancy to 6 yrs.	Alexander Graham Bell Assoc. for Deaf, Inc.
Specific Skill Series: Boning	PM	Manual and student worksheets are designed to develop skill in recalling factual information. Individualized approach to developing reading skills. Utilizes series of booklets.	Pri. Elem. Jr.Hi.	Barnell Loft, Ltd.
Stern Blocks	K-M	Manipulative concrete way for introducing number concepts and number facts.	K-first Remedial	Houghton Mifflen Company

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Stuttering: A Guide for Parents	PM	Illustrations and comments easily understood. Appropriate for parent conferences and parent education. Useful with teachers.	Open	Chula Vista City Schools
System FORE: Language Strands	PM	Communication sequences - Levels 0-18; Strands, phonology, morphology, syntax, semantics. Criteria referenced. Materials may be copied. Teaching strategies numbered to correspond with System FORE diagnostic test. Criteria referenced.	0-10 yrs	Foreworks
Strands: Self Help, Motor, Communication, Leisure Time, Daily Living, Social Skills	PM	Sequential strategies. Criteria referenced.	DCH TMR	
SWRL: Speech Articulation Programs - S/Z//TH//R/L	K	Kits consist of sets of records based on quality-verified materials. Successful completion of programs in any kit enables child to articulate target sound correctly under variety of speech conditions. Includes a home extension program.	K-8	American Book Co.
Tachitron	AV	A personal tachistoscope used in developing visual skills. Device has been found useful in developing visual memory skills and in "chunking" skills for students with written language problems, e.g. spelling. Requires teacher-made materials based on individual needs.	All ages	Learning Consultants, Inc.

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Teaching Aphasics and Other Language Deficient Children. E. Dubard	PM T	Theory and application of the McGinnis Association Method provide suggestions and guidelines regarding language curricula.	All school age	University Press of Mississippi
Teaching Communication Skills to the Pre-school Hearing Impaired Child. Whitehurst	PM	Detailed lessons centered around action songs.	Pre-	Alexander Graham Bell Assoc. for the Deaf
Vocabulary Building Exercises for the Young Adult	PM	Designed to build useful, meaningful, vocabulary to achieve success in everyday living. Vocabulary selected from daily newspapers and weekly magazines. Three workbooks. Answer pages for exercises.	Jr. Hi. and Hi.	Dormac, Inc.
Vocal Nodule Reduction Program	PM	Program pinpoints voice abuse behaviors and attempts to systematically reduce these behaviors. Program is planned by clinician and student. Student is responsible for accurate record keeping. Involves reward system.	Upper elem. and up	IDEAS
Voice and Articulation Drill Book: Fairbanks	T	Contains practice materials for the improvement of voice and articulation, stressing auditory discrimination.	All	Harper and Row Publishers, Inc.

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Voice Problems of Children: Wilson, D. Kenneth	T PM	Book focuses on voice problems of children. Addresses cause, examination procedures, remedial methods and techniques for disorders due to laryngeal dysfunction, defects of resonance, and those associated with hearing loss.	Infancy to adolescents	Williams and Wilkins Company Baltimore MD
What's It's Name?	AV PM	Auditory training album and illustrated book. Developed as a guide to speech and hearing development.	Pre & Primary	The University of Illinois Press
What To Do About Bill?	PM	A manual for use with secondary students with learning/ language disabilities. Developed by speech clinicians. Part One describes learning/language process, explaining basic steps to achieve process. Part Two addresses reading, spelling, expression and comprehension. Part Three provides remediation. Part Four provides curriculum planning and remediation.	Sec.	Communication Skill Builders
Wilson Expanded Syntax Program (WESP)	PM	1,000 numbered, cross-referenced pictures depicting variety of syntactic patterns with a Teacher's Manual designed to develop receptive and expressive oral syntactic ability in children.	K-4	Educators Publishing Service, Inc.
Word Making Cards with Manual Language Making Action Cards with Manual	M	600 colored picture cards with like-colored pictures. Stamp size for use in games, with language master, etc. 480 colored picture cards with like-colored pictures. Stamp size for use in games. Cards are indexed for easy accessability as required by specific lesson plans. Manual is not a language program but a resource book describing strategies and materials adaptable to any language program.	Pre-K	Word Making Products P. O. Box 150 38 Salt Lake City UT 84115

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SAMPLE RESOURCE MATERIALS:
Unpublished Instructional Techniques and Materials

This collection contains unpublished instructional materials and techniques developed and tested by special education teachers/specialists. Readers are encouraged to add their own collections to the one begun here.

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Area of Need:
Language

Purpose:
Promote understanding of stuttering

Materials:
Article below

Procedures:

Appropriate to use in parent conference, teacher inservice, speech aide trainings, and with certain stutterers in therapy.

ABOUT STUTTERING

By Carmen C. Dixon, Speech and Hearing Consultant, Chula Vista School District

One out of a hundred people in America are bedeviled by anxiety when they speak. At some time in their developing years someone, a parent, a teacher or a well-meaning friend may have expressed disapproval of a rather normal nonfluent speech pattern. The young child may, in his efforts to speak as the adult wanted him to, have developed a feeling within himself that it's "bad" to be nonfluent.

The important thing to remember about this problem is that the average "stutterer" is a very normal person with all the necessary equipment for good speech. In fact, most of the time he does talk just as well as anyone else. The reason that he talks differently at those other times, is that he has somehow learned to be worried and fearful about his speech. He is worried because he thinks he isn't going to be able to talk just right.

"Stutterers" are people who seem to think that if you are going to talk, you have to do it perfectly. No one can, or does speak perfectly and the stutterers are asking the impossible of themselves. They get scared they won't be able to talk well enough; they get tense and worried and begin to struggle with their speech.

What we call "stuttering" is simply the result of that effort to talk just right. The stuttering is the straining and forcing, the efforts to "make the sounds come out," the little tricks to hide their speech and their fears, and even sometimes the attempts to get out of talking at all. All that happens when a person stutters, is what he makes happen by his struggling.

In very simple terms, what the stutterer has to learn is to stop struggling with his speech. He will stop struggling only when he learns that there really isn't anything to struggle against. (That is, he has to get over his notion that he must talk perfectly.) He must listen to the speech of nonstutterers and see that speech can be excellent even though it is far from perfect. The only real difference between a stutterer and a non-sutterer is that while the nonstutterer doesn't pay any attention to the little interruptions and irregularities in his speech, the stutterer is so sure that they are bad that he feels he must struggle to prevent them.

ABOUT STUTTERING (continued -2)

As can readily be seen, it isn't the interruptions in speech themselves which count, it is the attitude one takes toward them that makes the difference between people who stutter and people who don't stutter.

All this adds up to the fact that stuttering is a fear problem. To get over a fear one has to learn to do the things one is afraid to do. That is why it is hard work to get over stuttering and why it takes time. In order to get over stuttering, the person has to approach and lick his fears one by one. He has to keep doing the very things that have been the hardest for him to do. In doing them he gets over being scared of them.

As long as he runs away from talking he just continues to be afraid of it. Probably the very hardest thing for a stutterer to do, is to stutter and not get worried, ashamed, embarrassed and unhappy about it. Thus, when he is willing to talk even when he stutters, or when he goes ahead and stutters when he has to without letting it "get him down", he has done a very hard thing and deserves lots of praise.

While it might seem more natural to praise him when he doesn't stutter, it is hard to praise him for not stuttering without giving him the notion that you disapprove when he does stutter. We want him to feel accepted and that we are proud of him regardless of how rough his speech may be at certain times. He already has an exaggerated notion that his stuttering is so important that it obscures everything else about him.

The greatest help that the listener can give to the "stutterer" is to let him know that you're more concerned with what he has to say, not how he says it. Since what may begin as stuttering starts with the listener it seems feasible that if the listener changes his reactions to "stuttered" speech the problem might be alleviated. It's certainly worth a try.

For further information on this problem the reader is referred to:

1. An Open Letter to the Mother of a Stuttering Child, Wendell Johnson.
2. Speech Handicapped School Children, Johnson and others, Harper.
3. "The Indians Have No Word For It," found in People in Quandaries, Wendell Johnson, Harper

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SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Language

Purpose:

An outline for improvement of cleft palate speech (related to the diagnosis of multi-causation).

Materials:

An outline below based on notes taken from lecture by
Elise Hahn, Ph.D., CSULA.

Procedures:

For clinician's consideration and application in therapy for cleft palate speech.

A. Disorder of communication likely to be present:

1. Articulation: placement, movement and air flow
2. Voice quality and voice usage
3. Language problems: evidence of delay, limited responses
4. Communication problems

B. Differential diagnosis, including reference to age, sex, socio-economic level.

1. Structural variations
    a. Normal structure and function
    b. Class I, II, III, IV clefts
    c. Incompetent palatal closure, either before operation, after operation, or in noncleft cases:

        Submucous cleft
        Short palate/deep pharynx
        Interrelationships of moving parts

    d. Malocclusions
    e. Nasal block
    f. Facial abnormalities
2. Adaptive speech behaviors
3. Problems in sensory feedback and self monitoring
4. Neurological problems affecting function

Language - Cleft Palate Speech (continued -2)

5. General health factors

6. Emotional backgrounds

C. Physical remediation, with the speech pathologist contributing in diagnosis and post remedial evaluation.

1. The cleft palate team: surgeon, pediatrician, radiologist, otolaryngologist, orthodontist, prosthodontist, speech pathologist.

2. Types of surgery

3. Orthodontic correction

4. The prosthesis

D. Planning therapeutic approaches suited to child's needs as indicated in diagnosis.

1. Present communication skills and goals in improvement

2. Language building techniques

a. Use of language to demand, to structure

b. Noise making to reinforce action

c. Role assumption and increased complexity of language

d. Carrier phrases in parallel play, in mutual play

3. The direct approach to improvement of articulation

a. Order of sounds to be taught by demonstration, echoic behavior, limited manipulation of phrases, use in spontaneous communicative material:

Labial (visible): p, b, m, w
Tongue tip: t, d, n, l, r
Labial: f
Tongue back: k, g, ng
Tongue protruded: th, th
Finally the sibilants, on his structures, close back molars, produce lightly and quickly

b. Procedures: teach placement and movement involved in transitions, together

Echoic, demonstration, explanation, play with nonsense syllables, do sound discrimination, use in meaningful action words

Stress quick movements, light contacts

Language - Cleft Palate Speech (continued -3)

Teach sequencing and timing of movement

Do exercises which will contribute directly to facility of movement

Establish self monitoring of placement, develop judgment. develop ability to laugh at errors

4. Direct and indirect approaches to voice
    - a. Lead into concept of sounding interesting, alive
    - b. Rely heavily on preponderance of oral flow obtained when mouth is open wide on vowels
    - c. Establish vigorous energetic production, not loud, but directed toward listener, positive
    - d. Develop critical judgment of tone, self-monitoring
5. Direct and indirect approaches to improving communication
    - a. Eye contact, direct manner, reading cues of listener
    - b. Vocal changes for meaning
    - c. Longer and more complex sentences; add modifiers and build vocabulary specifically
    - d. Improve grammar
6. Work with classroom teacher and with parents
    - a. Building self concept
    - b. Discovering and enhancing present skills
    - c. Achievement of respected identity

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:

Language, Learning Styles

Purpose:

Auditory experiences to improve receptive language skills (decoding).

Materials:

As activity suggests

Procedures:

A. Read stories aloud. Ask questions to check understanding.

B. Play "Simple Simon," "Captain, May I," and games requiring following directions.

C. Have children listen to tapes and records for purposes of identification. To make task multisensory, add pictures or objects illustrating recorded sounds.

D. Deliberately give client wrong answer to see if he is listening and understanding.

E. Begin sentence and have child complete it.

F. Ask riddles which require decoding.

G. Ask child to complete rhyme or finger play begun by teacher.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Language

Purpose:

Suggestions for the Classroom Teacher and Parents
DO's and DON'Ts for Stutterers.

Materials:

See below

Procedures:

To be discussed with teachers and parents to promote understanding:

DO's

Do nothing but wait for him to "get the words out."

Do show you are interested in him.

Do accept his stuttering.

Do ask him questions on his "good days."

Do maintain a calm atmosphere in the classroom.

Do emphasize to him the activities, games and subjects he excels in.

Do point out to him that we all have differences, his being in speech.

Do get acquainted with some of the best literature on stuttering.

Do let him recite poetry. Speech with heavy poetic rhythms should be easy for him.

Do emphasize singing activities.

Do encourage sports.

Do you know he is highly embarassed when stuttering?

Do treat him as a normal child.

DON'Ts

Don't try to correct his speech yourself.

Don't call his speech to his attention unless you know he calls himself a stutterer.

Don't say "Take it easy," "Take your time," "Stop and start over."

Don't look away in embarrassment.

Don't "baby" him.

Don't let others poke fun at him.

Don't ask him many questions on his "bad" days.

Don't let others wave their hand or answer for him when he is "stuck."

Don't ask him questions that require one-word answers.

Don't ask him questions that require lengthy answers.

Don't lose patience. There are times when he knows the answer but can't get a sound out.

Don't tell him to talk more slowly.

Don't let him become a recluse.

Language - DO's and DON'Ts for Stutterers (continued -2)

Do teach him to be objective about his speech.

Do, if he calls himself a stutterer, have him talk to others about it or answer their natural questions.

Do encourage his participation in informal speech situations where there is a minimum of tension.

Don't expect his speech to be "good" immediately after recesses.

Don't expect his speech to be "good" after an illness or during a cold.

Don't "put the word in his mouth".

Don't fail to call on him when he wants to answer a question.

Don't tell him to hurry up.

Don't tell him to take a deep breath.

Area of Need:
Language, Social Adaptation/Emotional Development, Self Help Skills

Purpose:

DO's for Lipreading

Acquaint family, friends, and self about ways in which speech reading is accomplished more accurately and comfortably.

Materials:

Use following with appropriate persons

Procedures:

May be used in parent education, orientation with teachers, aides, administrators in schools and with hearing impaired students.

DO's FOR LIPREADERS

The following cautions and recommendation have been compiled in order to help you to talk effectively to any lipreader.

A. The first group of reminders are related to your language output.

1. Do talk naturally, but not fast.
2. Do speak clearly, but without exaggeration.
3. Do say one phrase or sentence at a time. A whole paragraph of language is too much for any young deaf child.
4. Do use single words where they are appropriate.
5. Do emphasize the key word in a sentence, regardless of the less important words which go before or after it.
6. Do repeat where necessary.
7. Be expressive when you talk, but avoid exaggerated facial movements, i.e. a wide-mouthed smile.
8. Homophones - words which look alike (baby and by-by). These occur all the time, do be aware of them. Do rephrase or reword what you have said, if the lipreader is confused.
9. Do avoid ah's, m's, well's, er's and coughs. These are all meaningless to the lipreader.
10. Do try to remember that abrupt changes of subject on your part can be very confusing to the lipreader.

Language, Social Adaptation/Emotional Development, Self Help Skills (continued - 2)

B. Physical factors which influence the effectiveness of your conversation with the lipreader.

1. Do be on a level, physically, with your child whenever possible. You can avoid the distortion which results when your child sees your face from an odd angle.
2. Do have the light on your face, not on the child's.
3. Do take distance into consideration when talking to a lipreader. Two to five feet seems to be the optimum distance for young children.
4. Avoid all physical movements or gestures while talking to a lipreader. You will have to make some necessary movements, it is true, but all movements should cease while you are actually talking to a young deaf child. Never expose your child to simultaneous moving and talking.
5. Do remember that some words are physically invisible to the lipreader, e.g. hair, egg.
6. Do remember that lipreading is physically fatiguing. Take this into consideration when you have been talking for any length of time to a deaf person.
7. Physical objects in the mouth such as cigars, cigarettes or gum distract spoken patterns in terms of their appearance. Do remove such objects.

   (You may hear yourself taking perfectly well while you are smoking or chewing, but the lipreader is only conscious of the major movements involved in chewing or smoking.)

Area of Need:
Prevocational/Vocational Skills

Purpose:

Drawing conclusions about career and identifying that career.

Materials:

As described below

Procedures:

The teacher distributes slips of paper on which careers are written. Pupils are given a brief opportunity to recall what is involved in various jobs. Pupils then tell their duties and may act out the career as well. Careers that may be considered are the following: barber, doctor, clerk, farmer, painter, truck drive, typist, carpenter, swimming instructor, mechanics, etc.

After oral presentation/pantomime, career information may become a written language assignment involving outlining of qualifications, job requirements, etc. Has many possibilities for further discussion and research/writing.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Academics

Purpose:
Driver's Vocabulary.

Materials:
As listed

Procedures:
Select words and phrases appropriate to activities and needs of individuals.

DRIVER'S VOCABULARY

All Cars (Trucks) Stop
Ambulance
Ask Attendant for Key

Bridge Out
Bus Only

Caution
Chains Required
Children Playing
Construction Zone
Curve

Danger
Dangerous Curve
Dead End
Deer (Cattle) Crossing
Detour
Dim Lights
Dip
Do Not Block Walk (Driveway)
Do Not Enter
Drifting Sand
Drive Slow

Emergency Vehicle Only
End Freeway
End Construction
Entrance
Exit Only
Exit Speed 30

Falling Rocks
Flash Flood Area
Flooded
Four Way Stop
Freeway
Frequent Stops

Garage
Gate
Go Slow

Hospital

Inspection Station
Interstate

Junction

Keep To The Left

Lane Ends
Last Chance For Gas
Left Lane Must Turn Left
Left Turn On Arrow Only
Left Turn Only
Left Turn O.K.
Loading Zone
Look
Look Out For The Cars (Trucks)

M.P.H.
Mechanic On Duty
Men Working
Merge Left (Right)
Merging Traffic
Military Reservation

Next
No Left Turn
No Parking
No Passing
No Right Turn
No Left Turn
No Right Turn On Red Light
No Smoking Area
No Standing
No Stopping

No Turns
No U Turn
Not A Through Street

One Way - Do Not Enter
One Way Street
Open Range

Ped Xing
Playground
Proceed At Own Risk
Private Road

R. R.
Railroad Crossing
Reduce Speed
Rest Area
Restrooms
Resume Speed
Right Lane Must Turn Right
Road Closed
Road Ends

School Stop
School Zone
Slide Area
Slippery When Wet (Frosty)
Slow Down
Slower Traffic Keep Right
Speed Checked By Radar
Speed Zone Ahead
Steep Grade
Stop
Stop Ahead
Stop For Pedestrians
Stop Motor
Strong Crosswinds

Three Way Light
Turn Off ½ Mile (¼)
Truck Route

Academics - DRIVER'S VOCABULARY (continued - 2)

Unloading Zone
Use Low Gear
Wait - Don't Walk
Walk
Warning
Watch For Flagman
Watch For Low Flying
Aircraft
Winding Road
Wrong Way - Do Not Enter
Yield
Yield Right of Way

Adapted from: Corlett T. Wilson,
"An Essential Vocabulary"

Area of Need:

Academics

Purpose:

Essential vocabulary appropriate for the understanding of everyday words and phrases. May be useful with limited readers.

Materials:

As listed

Procedures:

ESSENTIAL VOCABULARY

Adults Only
Antidote

Beware
Beware Of The Dog
Bus Station
Bus Stop

Cars Will Be Towed Away
Caution
Closed
Combustible
Contaminated
Condemned

Deep Water
Dentist
Don't Walk
Do Not Cross
Do Not Drink
Do Not Enter
Do Not Inhale Fumes
Do Not Push
Do Not Refreeze
Do Not Stand
Do Not Use Near Heat
Do Not Use Near Open Flame
Doctor (Dr.)
Down

Elevator
Emergency Exit
Employees Only
Entrance
Exit
Exit Only
Explosives
Express Lane
External Use Only

Fire Escape
First Aid
Flammable
Found
Fire Extinguisher
Fragile

Gasoline
Gate One
Go

Handle With Care
Hands Off
Help
High Voltage

In
Inflammable
Information
Instructions

Keep Away
Keep Closed At All Times
Keep Off
Keep Out

Ladies
Lost
Line Forms Here
Life Guard On Duty
Live Wires

Men

Next Window (Gate)
No Admittance
No Checks Cashed
No Credit
No Diving
No Dogs Allowed
No Dumping
No Fires
No Fishing
No Hunting
No Loitering
No Minors
No Smoking
No Swimming
No Trespassing
Not For Internal Use
Nurse

Office
Open
Out
Out Of Order

Pedestrians Prohibited
Poison
Poisonous
Police (Station)
Post No Bills
Post Office
Private
Private Property
Pull
Push

Safety First
Shallow Water
Step Down (Up)
Stop

Taxi Stand
Thin Ice
This End Up
This Side Up

Up
Use Before (Date)
Use In Open Air
Use Other Door

Violators Will Be Prosecuted

Academics - ESSENTIAL VOCABULARY (continued - 2)

Walk
Wanted
Warning
Watch Your Step
Wet Paint
Women

Adapted from: Corlette T. Wilson
"An Essential Vocabulary"

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SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Language

Purpose:

Games to develop language skills.

Materials:

As listed

Procedures:

1. Good Morning or Good Afternoon

   A small group of children stands in a semi-circle in front of the class. The teacher turns to the first child and says, "Good morning, Pedro. You have a blue shirt on today."

   Pedro greets the teacher and then turns and greets the child next to him describing some different thing, i.e. you have brown shoes, a big smile, a new haircut, etc. This procedure is followed until every child in the semi-circle has had an opportunity to greet the child next to him.

2. The Gift Box

   The teacher shows the children an attractive box which contains "surprises" for all of them. The children close their eyes and the teacher distributes the "surprises" among them.

   The children examine what has been given them and each has a chance to tell the class what he has. For example:

   > "This is chalk."
   > "It is white."
   > "We write on the blackboard with it."

   Objects that may be used: ball, button, thimble, eraser, glove, key, pen, pencil, penny, ring, ruler, ribbon, book.

3. Do It

   A leader is chosen to stand in front of the room. The children are instructed to do as the leader says, such as, "Linda walk," "George stand up," "William sit down," "Jump five times," "Touch your toes," "Put your hands on your head," - but not to follow his instructions when he says "run".

Language - Games to develop language skills (continued -2)

4. Where Is It?

A child is chosen to leave the room. Another child becomes "It" and hides an object (penny or button) somewhere in the room. The first child returns to the room and asks -

"Is it under the table?" "Is it behind the door?"
"Is it on the desk?" "Is it on Juan's desk?"

The child who is "It" answers in a whole sentence: No, it is not in the drawer," etc.

Two other children are chosen and the game continues.

5. Who Has It?

Distribute oak tag cards on which pictures have been mounted. Teacher asks: "Who has a picture of a hat?" The child with that picture comes to the front of the room, holds the picture before the group and says:

"This is a picture of a hat." "It is a man's hat." "The hat is black."

6. What I Remember

After a walk in the neighborhood, a ferry ride or a trip to the park, the teacher may say: "Let's see how many things we can name that we saw on our walk (or trip)." First child: "We went to the zoo and we saw an elephant." Second child: "We went to the zoo and we saw an elephant and a lion." Third child: Repeats above and adds another animal (or fact, or object) and so on.

7. What Should I Do?

Child chosen as "It" walks around the room and stops at a child's seat and says, "I am tired, what should I do?"
Child answers: "You should sit down." Other questions might be:

"I am hungry, what should I do?" "I'm thirsty, what should I do?", or - sleepy, cold, happy, sick, warm.

8. Button, Button

One child who is "It" leaves the room. The teacher gives a button to some member of the class and then recalls the child who is out of the room.

The teacher says: "Can you guess who has the button?"
The child answers: "I think Rosa has it."
Rosa answers: "I haven't any buttons."

Child who is "It" has three chances. Game continues with other children.

Language - Games to develop language skills (continued -3)

9. What Do I Have?

Same principle as game above, except that there are five children at the front of the room. Teacher gives each child a different article (penny, pen, button, marble, etc.) which he holds in his hand behind his back. Children in seats try to guess what each child is holding.

10. What Did You See?

Teacher prepares a tray of small objects - pen, eraser, pencil, chalk, penny, button, top, crayon, tack, nail - and covers the objects with large cloth or sheet of paper. Teacher removes the cover and says:

> "Who can tell me one thing he saw?"
> Child answers: "I saw a penny."

11. What Did I Take Away?

Setup is same as for game above except that after children have looked at the objects, the teacher removes one of the objects, and then displays those that remain. She says:

> "Who can tell me what I took away?"
> Child answers: "You took away the pen."

As the game continues, the teacher may remove two or three objects at a time.

12. What Did You Hear?

Teacher has a bag in which are objects used to produce sounds - a little ball, a whistle, a small car, a top that hums, a doll that squeaks, two blocks, paper or cloth to tear, castanets.

Child who is "It" stands at back of room with his back to the class. Another child comes to the front of the room and makes a sound with one of the objects from the bag. The first child says:

> "I heard a ball bouncing."
> "I heard a top spinning."
> "I heard a bell ringing."

13. Whisper Game

The teacher calls on a pupil and whispers an action phrase to him. The child performs the action and someone is called on to tell what he did. The child who accurately describes the act performed remains at the front of the room and the teacher whispers the next action phrase to him. Action phrases that may be used:

"Jump ten times"
"Erase the blackboard"
"Walk to the back of the room"
"Sing a song"
"Whitsle a tune"
"Tear a paper in half"
"Shapen your pencil"

Language - Games to develop language skills (continued -4)

14. Come and Find It

On the blackboard ledge, the teacher arranges 15 or 20 cards with pictures of objects on them. The teacher then says:

"Jose, come up and find all the pictures of animals."

Jose comes up and says as he points to the pictures:

"This is a lion."
"This is a monkey."

Other categories may be:

Things to eat
Things with wheels
Things in our home
Things we use when we write a letter

15. What Do I Have in My Hand?

Teacher has many small objects on the table. Child is blindfolded, picks up object, feels it and then names it. He may say:

"This is a pencil."

Other objects to use: pair of scissors, ball, pen, bottle of ink, ruler, penny, button, marble, eraser, ring, key, eyeglasses, book.

16. Touch Game

Teacher using a pointer, says: "I touch the floor."

Then she hands the pointer to a child who says the same as the teacher and adds another object. "I touch the floor and the chair."

The next child says these two and adds a third object.

17. Who Has It?

The teacher distributes pictures of fruit, toys, animals, furniture to a number of children. Then she says:

"Who has a fruit that is red and round?"
"Who has a fruit that is round and orange?"
"Who has a toy that can spin?"

Child who has correct card stands and says:

"I have the apple," and so on.

Language - Games to develop language skills (continued -5)

18. I See Someone

Teacher stands in front of the room and says:

"I see someone with a blue tie."

Child answers: "Pedro has a blue tie."

Other descriptive phrases: a girl with blue socks, a boy with a white shirt

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need: Learning Styles, Academics, Language
Purpose: Group and Individual Intervention Techniques for Specific Disabilities
Materials: As suggested
Procedures: Intervention techniques for specific disabilities are listed for use with a group or an individual. Describes observable classroom behaviors associated with specific types of learning disabilities or weaknesses. See following pages.

VISUAL-MOTOR CHANNEL DISABILITY (AUDITORY LEARNER)

Observable Classroom Behavior

"Strauss Syndrome" child.

Reversals of b, d, p, q, u, n, when writing beyond C.A. 7 or 8.

Inversion of numbers when writing (17-71), as well as reversals.

Mixed laterality.

Awkward motorically, frequently tripping over own feet, bumping into things.

Poor motor coordination.

Hyperactive, short attention span, perseveration.

Can give correct answers when teacher reads a test to him, but will not sit down and put them on paper.

Poor handwriting, artwork, drawing.

Poor performance on group tests of intelligence or achievement.

Seems brighter than tests show him to be.

Poor perception of time and space. Gets lost easily. Can't tell time.

May have vision problems.

Teaching Techniques

Group

Phonetic method of reading.

Encourage oral responses.

Utilize stimulus-reduction to reduce hyperactivity.

Color cues to reduce perseveration.

Book marker to block out all but one line to reduce distractability.

Tape record lessons whenever possible.

Present material on records, permitting oral answers.

Give tests orally, with teacher writing answers.

Strauss - Lehtinen: *Psychopathology and Education of the Brain-Injured Child.*

Individual

Exercises to train visual-motor abilities.

See-Quees for V-M sequencing.

Train visual discrimination.

Train laterality.

Train body-image.

Use Ray Barsch's Movegenic Curriculum.

Use Kephart's Techniques. *The Slow Learner in the Classroom.*

Use Language Master or tape recorder extensively.

Tape record homework answers and type child's responses.

AUDITORY-VOCAL CHANNEL DISABILITY (VISUAL LEARNER)

Observable Classroom Behavior

May have a speech problem.

May sequence sounds or syllables oddly.

May use "small words" incorrectly.

Seems not to listen or understand.

May watch teachers face intently, trying to lip read.

May seem shy, rarely talks in class.

Responds in one word sentences.

Can follow instructions better after he has been shown rather than told.

Cannot learn rote-memory tasts such as alphabet, number combinations, telephone number, address.

Seems to be less intelligent than I.Q. tests indicate.

Can "do" many more things than teacher would expect, i.e. fix electrical cords, put puzzles together, figure on abacus, etc.

Teaching Techniques

Group

Look-say method.

Sight words.

Flash cards.

Configurational clues.

Context clues.

Individual

Teach auditory discrimination.

Teach sound blending.

Introduce phonics using Gillingham Method.

Use exercises to train all 5 auditory-vocal channel abilities.

ENCODING PROCESS DISABILITY

(Does not express ideas in words or gestures.)

Observable Classroom Behavior	Teaching Techniques	
	Group	Individual
VOCAL ENCODING		
Shy, seldom talks in class.	Provide opportunity and time for oral responses.	Practice speaking in sentences.
Responds with one-word answers.		Give definitions.
May talk a lot, but expresses few ideas.	"Show and Tell" may require much help from teacher.	Discussions.
	Give visual cue to help child describe events.	Ask child to describe tutor's acts.
	Encourage oral reports, but with use of notes permitted.	Encourage imitation of tutor's speech.
MOTOR ENCODING		
Poor motor coordination.		Trace as much as possible.
Poor at "Simon Says" when words are omitted.		Encourage child to draw.
		Imitate teacher's movements.
Has trouble imitating other children in games.		Charades.
Poor at "Charade"-type games.		Teach child to button, zip, tie.
Seldom communicates with gestures.		Kephart's exercises.
Handwriting, drawing is very poor.		Barsch's program.
		Physical education.
		Imitate tutor's actions.

SEQUENCING DISABILITY

(Cannot remember sequences of nonmeaningful stimuli.)

Observable Classroom Behavior	Teaching Techniques	
	Group	Individual
AUDITORY VOCAL SEQUENCING		
Can't remember what he hears. Doesn't know alphabet by heart. Can't count. Can't memorize multiplication tables. May not be able to memorize First Communion prayers or hymns. May not know his address, telephone number. Can't remember instructions.	Permit child to use visual cues. Have him write as he memorizes. Use short, one-concept sentences. Use visual aids.	Memory training exercises. Teach words in series. Have child learn simple finger-plays. Language Master programs. Repeat sentences verbatim.
VISUAL MOTOR SEQUENCING		
May misspell even own name after adequate practice. Can't write alphabet, numbers, addition and substraction facts, or multiplication tables. May recognize a word one day and not the next.	Permit child to use an auditory cue. Permit him to trace when possible. Use audio-visual aids whenever possible. Flash cards to be traced.	See-Quees-pictures. Copy sequences of beads, blocks, etc. Reproduce patterns. Solve mazes. Join dots to make patterns. Teach typing.

DECODING PROCESS DISABILITY

(Does not understand the significance of what is seen and heard.)

Observable Classroom Behavior	Teaching Techniques: Group	Teaching Techniques: Individual
AUDITORY		
Does not understand what he hears. Poor receptive vocabulary. Cannot carry out directions. Cannot identify sounds correctly.	Use short, one concept phrases. Ask short questions. Use experience charts in reading. Give visual clue whenever possible, i.e. gestures, written material, etc. Use visual aids whenever possible.	Train listening skills. Increase vocabulary. Give increasingly more difficult oral instructions and problems. Write from dictation. "Simon Says" kinds of games.
VISUAL		
Does not enjoy pictures or books. Does not understand what he reads. Cannot describe what is happening in a picture. May only be able to label objects. Cannot categorize pictures.	Allow child to auditorize whenever possible. Use phonic method of reading. Check comprehension carefully, giving auditory clues. Permit child to use records, tape recorder, or other method of auditorizing material to be learned.	Train ability to label, describe, using simple pictures or objects. Use simple visual aids for practice. Identify colors, letters, numbers, etc.

ASSOCIATION PROCESS DISABILITY

(Does not manipulate linguistic symbols internally.) (Does not relate what is seen and heard to what has been stored.)

Observable Classroom Behavior	Teaching Techniques	
AUDITORY VOCAL ASSOCIATION	Group	Individual
Low score on Similarities Subtest of WISC.	Ask one-concept questions, eliciting several short answers.	Train his ability to find common characteristics.
Poor concept formation in verbal responses.	Accept concrete answers.	
Has problems with abstract reasoning.	Supplying more abstract for him.	
Thinking quite concrete.	Provide visual cue where possible.	
Will raise his hand but give a foolish answer.	Give ample time for response.	
Is very slow to respond. Needs time to mull over a question.	Give child a written question to think about before answering.	
Does not comprehend directions.		
Has never enjoyed being read to.		

AUDITORY-VOCAL-AUTOMATIC DISABILITY

(Does not learn automatically from hearing language structure over and over.)

Observable Classroom Behavior

VISUAL MOTOR ASSOCIATION

Cannot handle primary workbook tasks.

Concept formation poor on standardized tests.

Does not comprehend what he reads.

Cannot tell a story from pictures. All he can do is label objects in the picture.

Mispronounces words commonly used.

Does not use correct plural endings for such words as mouse, man, etc.

Does not use correct verb endings for past and progressive tenses.

Makes grammatical or syntactical errors which do not reflect those of his parents.

May have related automatic disabilities in concepts of time and space, or in sound-blending.

Teaching Techniques

Group

Permit him to trace correct responses first.

Provide an auditory cue.

Encourage imitation of teacher's phrases.

Provide records to memorize (short poem).

Provide visual cues whenever possible.

Check sound-blending abilities before pressing phonics.

Work on sight vocabulary.

Check visual closure abilities.

Individual

Choral reading or speaking.

Direct repetition of proper syntax.

Language Master.

Hegge-Kirk-Kirk.

Remedial reading drills.

Use incomplete sentences.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:

Language

Purpose:

Guidelines to consider in critical observation of, and educational planning for, an individual with a severe language handicap

Materials:

Response form below

Procedures:

Record observations or responses from informant.

Are responses consistent?_____

Is the child hyperactive?_____

Is there a short attention span?_____

Is he echolalic?_____

Does he perseverate?_____

Is he disinhibited?_____

Does he have difficulty following verbal directions?_____(and/or sequencing)

Is there confused laterality?_____

Does he show emotional differences?_____

Does he show perceptual deviations?_____

Does he show visual deviations?_____

Does he show auditory deviations?_____

Does he show delay in receptive language?_____

Does he show delay in expressive language?_____

Does he demonstrate normal peripheral hearing?_____

Does he demonstrate that he is educable?_____

Is there anything in the developmental history to indicate neuropathology?_____

Does he use pantomime, jesture or jargon with inflection?_____

Does he use circumlocutions?_____

Area of Need:
Language (continued -2)

Does he omit the little words?____

Does he have difficulty with tense, pronouns, and the verb "to be"?____

Does he have difficulty classifying?____

Is he a messy eater?____

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:

Language

Purpose:

Improve ability to use question transformation

Materials:

Large situational pictures

Procedures:

Display pictures on outside of door. Get child in habit of studying these carefully. During language therapy, request child to recall such characteristics of the picture as:

A. The central figures, names of people, animals, objects, etc.

B. The action involved: what people were doing.

C. Shapes, sizes, composition, other physical characteristics.

Then have child give question transformation to elicit the information.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Language

Purpose:

Improve skills of visual memory

Materials:

Series of objects or series of pictures

Procedures:

A. Present series of objects or pictures; remove or cover and have child recall.

B. Arrange a series of objects or pictures; remove or mix up and have child reproduce sequence.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need: Language, Social Adaptation	

Area of Need:
Language, Social Adaptation

Purpose:

Improving accuracy of listening

Materials:

Tape recorder

Procedures:

Using tape recorder teacher related story, news item, etc. Child relates same event to second child. The recording of the story continues for several pupils and then is replayed. The original story's playback should reveal to students their omissions and substitutions.

This activity for older students can involve the writing of the story either as a group or on an individual basis for written language experiences.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Language Style, Language

Purpose:

Improving skills of auditory memory

Materials:

Language Master; one headset, sentence cards

Procedures:

Present each child with a sentence which he must retain until entire group has heard their sentences. Make comparison between child's version of sentence and original sentence. Group/therapist may judge.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Learning Styles

Purpose:

Increase ability to make broad categorizations

Materials:

Appropriate objects or pictures as needed

Procedures:

A. Child classifies objects or pictures, for example, person with clothing, animal with habitat, clothes with season, play equipment with playground, etc.

B. Play speed-up game. Give limited amount of time to name all things he can in a certain category, e.g. "Name all the fruits you can think of", "Name all the presidents you can think of."

C. Play elimination game. Select a category. Child failing to name an item within given category is eliminated.

D. Present a series of words, or pictures, and have student eliminate one that does not belong.

E. Using pictures, ask child how two things are alike, how they are different. Initially accept concrete relationships, but gradually encourage more abstract responses.

Area of Need:
Language - Nonfluency

Purpose:

Promote understanding of nonfluency

Materials:

Article below

Procedures:

NONFLUENCY

By Carmen C. Dixon, Speech and Hearing Consultant, Chula Vista School District

'M-m-m-m-mother, look at wh-wh-wh-what I f-f-f-found."

The above statement is one of the more baffling phenomena of speech development, that of nonfluency. Nonfluency consists of the pauses, hesitations and repetitions in connected speech of preschool-age children. The late Wendell Johnson (University of Iowa) devoted his professional life to the problem of fluency and stuttering. He reported in his "Open Letter to the Mother of a Stuttering Child" that children from age three to five are nonfluent on about 45 of each 1000 words spoken. There are some who exceed this statistic and some who are below it. This article is directed to those who exceed.

The average "normal nonfluent adult" has breaks in his speech from 3 percent to 5 percent of the time.

When we consider that man does not have a separate speech mechanism, but utilizes his breathing and eating mechanisms for the purpose of speech, it is apparent that speech efforts will be interfered with whenever he breathes, eats, sneezes or coughs. The concept of "perfect" speech becomes an impossibility.

The way we feel has much to do with interference to the speech mechanism. Fatigue, tension, fear, worry and illness all contribute to nonfluency. These factors are multiplied in the child's speech system as he is still in the process of learning to use and control it.

Small boys tend to be considerably more nonfluent than small girls, and if the incidence figures for the stuttering problem are used we see that the differential for boys is as much as ten times more nonfluent.

An understanding of nonfluent speech behavior is extremely important, as there is considerable evidence that adult reactions to preschool nonfluent speech patterns may be a direct "cause" of the complex problem of stuttering. Such an understanding would hopefully tend to prevent an over-anxious parent or teacher from reacting to these nonfluencies which are thought by some authorities in speech pathology to be normal interruptions in speech.

Article - Nonfluency (continued -2)

In 1947 Dr. Isaac Karlin, reporting in the Journal of Speech Disorders, suggested the reason that small children are nonfluent is that the process of myelinization (the insulation of nerve fibers) has not fully taken place. This process normally takes place before age six in most children but may not be completed in some until age 18. This gives an explanation for the persistence of nonfluent speech in some older children. Dr. Karlin reports girls' myelinization is accomplished considerably before that of boys. This may be an answer to the "Why boys are more nonfluent than girls."

In the book, Biological Science, William Keeten tells us that the myelinization process serves to speed up nerve impulses. Apparently until this process has been completed, both sensory and motor nerve impulses are sent with varying speeds. True, the difference may be only in micro-seconds, but nevertheless significant. To speculate on the effect of varying nerve speeds to the musculature certainly lends credence to Dr. Karlin's thinking.

In addition to the neurological explanations for nonfluency, Dr. Charles Van Riper, an eminent pathologist, suggests that the very young child's efforts of trying to talk like an adult contribute materially to his nonfluency. Certainly the adult's vocabulary, length of sentence, and complexity of content might overwhelm a preschooler. Dr. Van Riper suggests that we adults should make a real effort to keep our conversation at the child's level and not talk "over his head."

A school principal, who is a colleague of the writer, recently reported on the nonfluence behavior of his children. This man, incidentally, grew up as a "stutterer" and in his undergraduate work qualified as a speech therapist. Thus he was well aware of nonfluency's place in speech development.

As he reports, his three boys began to be extremely nonfluent at the age of three. Of real interest was his statement that it was "all he could do" not to react to these repetitions, knowing full well that if he did he might have three young boy stutterers on his hands.

His "reason" won out over his parental emotionalism and by kindergarten time the extreme nonfluency period had passed. Perhaps myelinization had been accomplished.

In direct contrast to his three boys, his girl did not have enough nonfluent speech to be noticeable.

Certainly nonfluency and stuttering are different "animals." The writer shares Wendell Johnson's thinking that nonfluent speech in very young children is part and parcel of learning to talk, and that much too often (one percent of the population) the "stuttering" label is placed on this apparently normal nonfluent manner of speaking. It behooves both parents and teachers to accept the pauses and repetitions in small children's speech as a stage in speech and language development. Stutterers, like heroes, are made - not born. Perhaps like polio, stuttering can be eliminated.

Permission granted by Carmen C. Dixon to reprint this material.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Language

Purpose:

Provide understanding of what certain hearing losses mean as described on audiograms and audiological assessments

Materials:

See below

Procedures:

Plot auditory training, speech reading and mode of communication on basis of residual hearing.

SCALE OF HEARING IMPAIRMENT

*Average of hearing levels for 500, 1000 and 2000 Hz.

Hearing level dB* average 1964 ISO Reference	Descriptive Term
10 to 26 dB	Normal limits
27 to 40 dB	Mild
41 to 55 dB	Moderate
56 to 70 dB	Moderately severe
71 to 90 dB	Severe
91 plus	Profound
27 to 40 dB	Has difficulty hearing faint or distant speech
40 to 55 dB	Understands conversational speech at a distance of 3-5 feet.
55 to 70 dB	Conversation must be loud to be understood, and there is great difficulty in group and classroom discussion.

Language (continued -2)

70 to 90 dB	**May hear a loud voice about one foot from the ear, may identify environmental noises, may distinguish vowels but not consonants.**
more than 90 dB	**May hear some loud sounds, does not rely on hearing as primary channel for communication.**

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:

Language

Purpose:

Suggestions for eliciting specific structures

Materials:

As suggested with activity

Procedures:

Structure	Suggested Materials and Procedures	Desired Response
I. Nouns	1. For a younger child	I. Nouns
1. Singular	a. Blocks	1. Singular
2. Plural	1) Sit on the floor and play store. Connect the blocks so as to make 5 or 6 cubicles with hallways and openings into each cubicle.	2. Plural
	2) Each cubicle represents a store, i.e. pet store, toy store, furniture store, clothing store, grocery store, etc.	
	3) Can say, "Let's play store. Here is some money. You come in and buy something."	
	4) Suggested questions: "I'm going to this store and buy some ____." "What are you going to buy?" "Which ____ do you like the best?" etc.	
	5) Reverse roles: You buy things and ask about the items, e.g. "I'm looking for some clothes ..." "How much do they cost?"	
	6) At the end, "What did you buy?" "Oh! look at all the other things you've bought."	
	7) For the items in the store: use pix and/or objects - also can move people objects from store to store and develop into a game.	

	2. For older children:	
	a. Same task - "If you had $20.00, what would you buy at the store?"	
II. Pronouns	1. Place toys in front of S.	
1. Personal	a. 'Tell me which one you want to play with," or	
a. I	b. Ask, 'What kind of toys do you have at home?" or	
	c. Ask, 'What did you do today?"	
b. My	1. 'What do you do with your toothbrush?"	Brush my teeth.
	2. 'What do you do with your comb?", etc.	Comb my hair.
c. Me You	1. Hand S a mirror. As him to look in it and tell you what he sees.	Me
	C looks in mirror and asks who's in it now?	You
d. We Us	1. 'Who's your best friend?" 'What do you do with your friend?"	We . . .
	2. "Did your friend ever go with you and your mom and dad anywhere? Tell me about it."	He went with us to . . .
e. Mine Yours	1. C and S each have toys	
My You	a. Point to S's and ask 'Whose is that?"	Mine
Me	b. Point to yours. Ask, 'Whose is this?"	Yours
	c. 'Who does this one belong to?"	You, me
	or	
	d. Take turns telling about picturs. 'Now it's your turn." 'Now it's my turn." 'Whose turn is it now?"	Your turn My turn Yours. Mine.
f. He She Him	1. Language pictures containing boys and girls who are holding something.	He is..She is..
Her	a. 'Tell me about these pics." Possible probes: "Tell me what he/she is doing." 'What is he/she playing with?" 'Whose ______ is it?" 'Who does this belong to?" or 'This belongs to her and this belongs to ______."	His Hers Him Her

g. They Them	1. Language pics containing several people.	
	a. "What are these people doing?"	They are . . .
	b. "Who's doing that?"	They are.
	c. "What do you do with your shoes/ coat/etc?	Put them . . . Put 'em . . .
h. Ours Theirs	1. Point to the people in a pic,	
	a. "If this belongs to us and no one else, whose is it?"	Ours.
	b. "If we gave it to those people, whose would it be?"	Theirs.
2. Indefinite		
i. This That	1. Blocks	
	a. "Which one is yellow?"	This one . . .
	b. "Which one is blue?"	That one . . .
	c. Color, size, etc.	
	2. Tools (miniature toys)/ cosmetic set (toy)/ etc.	
	a. "Which one do you like the best?"	I like this one..
	b. "Which one is your least favorite tool/object?"	That one . . .
j. These	1. Paper clips, blocks, pens and pencils, tools, etc.	
	a. "Which ones have more?"	These do.
	b. "Which ones have the least number?"	Those do.
	c. "Which ones are near you?"	These are . . .
	d. "Which ones are near me?"	Those are . . .
	e. "Which ones are (color, shape, size, etc.)	These are . . . Those are.
k. It	1. Policeman's badge/hair band	
	a. "What do you do with this?"	Put it on.
	2. Handcuffs/ ring/ bracelet/ watch	
	a. "What do you do with this?"	Put it on.
	b. "What did I do with this?"	You put it on ...
III. Prepositions	1. Tape record - have child pretend that he/she is TV announcer and speak into the microphone.	
	2. Objects - allow child to choose one of three small toys; have a paper "tunnel"	

or something the toy may be put into.

a. C places the selected toy at various places by the "tunnel"; S describes what C is doing.

1) Place the toy in the following places: On the tunnel; In the tunnel; Pull toy out of the tunnel; Put toy under the tunnel; Hold toy over the tunnel; Lift toy up in the air; Put toy at a point far away from tunnel and move it closer to the tunnel and ask, "The ____ is going somewhere. Where is he going?"--to the tunnel; Place one toy near the tunnel and another toy at a point away from the tunnel and ask, "This toy is far away from the tunnel, that one isn't far away. Where is it?"--near, by the tunnel.

on, in, out of, under, over, up, to, near, by, etc.

3. During the activity the clinician should try to evoke the desired structure while still trying to maintain an atmosphere of "play."

a. Suggestions:
   1) Make a story with the toy.
   2) Talk about the toy or "tunnel" as it relates to the child e.g., "Have you ever been in a tunnel before?"
   3) Role-playing.

IV. Modifiers

1. Adjectives
2. Adverbs

1. Have objects exactly alike except in one dimension i.e., color or size, e.g., horses.

a. "Which one do you want?"

b. If we race who will win?"

The big black one

Mine - cuz he's bigger, faster, quicker, etc.

c. Perform race, and ask questions.

2. Have blocks/ objects etc. of different colors, sizes, shapes, etc. He can buy these things if he asks for them. Certain dimensions are similar so that he must differentiate the response in order to get the desired object.

V. Negatives 1. no 2. not 3. none 4. nothing 5. never 6. isn't 7. don't 8. wouldn't 9. couldn't	1. 2 bags--one empty/one filled with manipulable toys. Possible construction of situation; placing objects together that don't fit. a. "What's in this bag?" (empty) Any toys?" "Does this one go in here?" "Does this one fit in here?" "Can I fit this one in here?" "Is this the right way?" etc.	
VI. Questions 1. Is interrogative 2. Wh-question	1. "I'm going to put this nickel in here (envelope) and you can have it in a few minutes -- give it to him when he asks if it's time yet.	Is it time yet?
	2. "Hide your eyes. I'm going to hide a surprise . . . O.K. ask me where I hid your surprise."	What is it? Where it is? etc.
	3. "You can have this surprise (object in an envelope) if you tear this envelope very slowly."	Why? How do you open it?
	4. Wonder pictures. "I wonder . . .	Who is . . .
l. More	1. Picture of baby crying and throwing his bottle on floor.	
	a. "This baby has had enough milk. He doesn't want to drink that milk. Why is the baby crying?"	He doesn't want anymore.
	b. "If your mom gave you a piece of pie for desert and you wanted another piece--What would you say to your mom?"	I want some more pie.
	c. This boy has a little, but this boy has _____.	More.
m. Some	1. Hand C a bunch of objects and ask him what he has.	I have ___, ___, ___, and some ___.
	2. Put some objects in a box--"What did I put in the box?"	You put some ___, ___, ___, and some ___, ___.
	a. Possible probe if no response: "Yeah, there are a few here, there's a few more here and there are some (stressed) over here. Where are they?"	There are a few here, and some here, etc.

VII. Verbs	1. Physical activities	
1. Regular present 2. Irregular past	a. C actually performs verb. "What are you doing?" "What did you do?" "What will you do?"	reg. and irreg. past, present progressive and modal verbs
3. Regular past	2. C asks S what he/she has done in the past and what is planned for tomorrow.	
4. Present progressive	3. Sequence picture cards.	
5. is + Verb +en	a. Ask S to tell a story. b. Cards chosen should be based on the possibility of eliciting these structures.	
6. have = Verb + en 7. be + go + ing + infinitive 8. Verb + complement 9. Modal verbs		
VIII. Subject-Verb Agreement	1. Similar singular and plural objects and pictures.	
	a. C engaged in a play situation with various questions asked, first talking about singular and then plural.	Car is . . . Cars are . . .

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:
Learning Style/Languages

Purpose:

Training in auditory skills to improve:
- Listening
- Auditory Discrimination
- Auditory Sequencing

Materials:

As indicated

Procedures:

As suggested:

I. PRE-KINDERGARTEN

A. Age 2½ level

Repeating 2 digits or letters
Obeying simple commands (one at a time)

B. Age 3 level

Repeating 3 digits or letters

C. Age 4 level

Repeat 10 word sentence (words understood by them)

D. Age 4½ level

Carry out 3 simple commands repeated once

II. KINDERGARTEN - GRADE 2

A. LISTENING SKILLS

1. Play record "Sounds Around Us," and have children tell what they have heard.
2. Have children listen to sounds they hear in the schoolroom and outside. Tell what they hear.
3. Listen to sounds of rhythm instruments. Have children close eyes and tell which instrument is played by the teacher.
    - a. Later have children distinguish among two or more instruments played in sequence.
    - b. Have child indicate how many instruments he heard and in what order.
    - c. Name animal sounds found on records.

Learning Style (continued -2)

  d. Listen for a certain sound in a record and clap hands as sound is heard.

4. Listen to directions by the teacher and repeat them to another child.

5. Listen to a child's story in "sharing time" and summarize the story in own words. ("What did Bobby tell us?")

6. Listen to poems.

    a. Mother Goose rhymes - child becomes aware of voice quality and rhythm.

    b. Choral reading.

7. Children hide eyes and identify a classmate by listening to the classmate speak.

B. AUDITORY DISCRIMINATION

Words are made of sounds. During this step the child does not attempt to make the sound. It is a continuation of listening.

1. Sounds are given names for the younger children. For example:

s - Sammy Snake
ch - train sound (choo-choo)
z - bee sound
f - angry cat sound
v - airplane sound
k - coughing sound
r - Little Bear's growl, rooster
th - angry goose (unvoiced)
th - vacuum cleaner sound (voiced)

2. Right sound given first in lessons.

    a. Musical chairs.

    The children walk around the chairs while the teacher makes the correct sound. When she stops the children sit down. Variations: Walk around while the teacher says different sounds and sit down when they hear "their" sound. Walk around while the teacher says words. When the children hear a word with their sound they sit down.

    b. To detect if sound is present.

    As teacher pronounces each sound or word the child signifies when he hears "his sound" in the following ways: tapping, clapping, fanning, holding hands above head, shaking hands with neighbor, nodding head, closing eyes, folding arms, waving, saluting, crossing fingers, walking (advancing one step for each sound heard). This activity as well as others can be used as a class break.

Learning Style (continued - 3)

c. Classifying pictures according to the initial sound.

At first use only pictures beginning with two sounds and have the children sort the pictures into two stacks. Later use three or four key pictures beginning with different sounds and classify the pictures under the key pictures.

1) At first use very contrasting consonants such as "s" and "k".

2) Later let the child sort pictures into two stacks using pictures representing names beginning with the correct sound and the sound that the child substitutes for the correct one.

d. Selecting "s" words from a list that includes consonants very similar to "s" such as "z", "ch", "j", and put into sentences.

sew
show
chew
Sue
shoe

ship
sip
chip
jip
zip

e. Pantomime - dramatizing action words.

Children listen for a certain sound as the teacher gives a series of commands, some with the sound and some without the sound. Children perform the action when the sound is heard. Suggested commands:

stand
sit
stretch
run
stoop
sleep
hop
skip
smile
step

slide
sneeze
scrub
scold
cry
sew
wink
skate
swim
sweep

Run to the door.
Write your name.
Raise your hands.
Read the paper.
Reach to the ceiling.
Open the window.
Rake the leaves.
Row a boat.
Sit down.
Ride a bicycle.

3. Distinguishing between right and wrong sound.

a. Teacher reads or says a list of paired words asking - "Are they alike or not alike?", i.e. thing, sing (different). Then have each pupil say the list of words, pausing after each word to report on whether he things his sound was correct.

b. Rhyming games.

1) What two words are most alike?
See the black crow.
Out in the snow.

Learning Style (continued -4)

When the words are alike we say they rhyme.
Which two words rhyme?

Come, wind blow,
Bring us some snow.

Child supplies missing word in rhyme:

One, two, three,
Come catch _____.

Let's drive far
In our new ______.

2) Select rhyming words. Pupils add to list: play, day, stay.

3) Teacher pronounces list of words. Children clap at a word that does not rhyme.

4) Children give words that rhyme with their name: Mary - fairy

5) Riddles:

Something you eat.
It rhymes with meat. beet

I fly up high as I can go,
Watching telephone wires
And tree tops low,
The wind may blow with all its might,
But that's good for me, I am a ________.

Jack & Jill Magazines have rhyming riddles.)

6) Say three words to the group. Tell the group that two of the words will sound alike or almost alike. One will sound different. See if they can tell the two that sound almost the same.

7) Rhyming card calling game.

On 3 x 5 cards print words with identical vowel sounds: Pig, big, wig, etc. Shuffle cards and give four to each child. Leave remainder in the middle of the table. The first player reads a word. If another player holds a rhyming word he must give it to the player calling for it. The next player then calls for a word. When a player fails to get a card from any of the players he may draw from the pack on the table. If he still fails to get a rhyming word or if he cannot read the word on the card he has drawn he must discard the card called. Player having most pairs wins the game.

Learning Style (continued -5)

C. INTRODUCING THE SOUND IN ISOLATION

Use film strips prepared for each sound. Introduce sound through stories and rhymes in Talking Time, Speech Ways, or Correction of Defective Consonant Sounds.

1. Begin by sound discrimination.
2. Work on only one sound at a time.
3. Start with the sound in the initial position and progress to the sound in medial and final position and finally to blends. In reference to the sound, always say the sound itself, not the alphabet name.
4. After the introduction of each sound, sing this song to the tune of "Are You Sleeping?"

Closely listen, closely listen
To this sound, to this sound,
Hear the Kettle steaming,
Hear the kettle steaming,
S S S S S S S S S.

Hear the top a humming,
Hear the top a humming,
M M M M M M M M M.

Hear the bees a buzzing,
Hear the bees a buzzing,
Z Z Z Z Z Z Z Z Z.

Hear the rooster crowing,
Hear the rooster crowing,
R R R R R R R R R.

Hear the clock a ticking,
Hear the clock a ticking,
T T T T T T T T T.

Hear the woodpecker pecking,
Hear the woodpecker pecking,
D D D D D D D D D.

Hear the mosquito singing,
Hear the mosquito singing,
N N N N N N N N N.

Hear the frogs a croaking,
Hear the frogs a croaking,
G G G G G G G G G.

Hear the geese a hissing,
Hear the geese a hissing,
TH TH TH TH TH TH.

Learning Style (continued -6)

Hear the dog a panting,
Hear the dog a panting,
H H H H H H H H H.

Hear the cats a fighting,
Hear the cats a fighting,
F F F F F F F F F.

Hear the tug boat steaming,
Hear the tug boat steaming,
P P P P P P P P P.

Hear the train a coming,
Hear the train a coming,
CH CH CH CH CH CH .

Hear the vacuum sweeper,
Hear the vacuum sweeper,
ZH ZH ZH ZH ZH ZH.

5. Hot Ball

Children are seated in a circle. A large ball is passed around as rapidly as possible. Teacher should say, "The ball is hot, do not hold it." Teacher plays a selection on the piano or uses the phonograph. When the music stops the child with the ball must make the sound a designated number of times.

6. My Ship Sails

The children are standing or sitting in a circle formation. "It" stands in the center and throws the ball to some child in the circle saying, "My ship sails to ________." The child in the circle responds by making the sound which is being taught.

7. Through the Gate

Two children form a gate. A third child is gate keeper. Other children line up to pass through the gate asking the gate keeper, "Please, may I pass through the gate?" The gatekeeper replies, "Yes, if you say the magic sound." Children are admitted if they make the speech sound which they are learning.

8. Children sit in seats and play they are teakettles, make hissing sound of "s" for steam. Leader listens to each one and chooses one which is boiling best (makes "s" sound best) with which to make her cup of tea, and this child becomes the new leader.

Learning Style (continued -7)

D. INCORPORATING THE SOUND IN WORDS

1. Use many of the games listed under listening, auditory discrimination.

   Little Tommy Tiddlemouse

   Children sit behind one child who sits on chair with his back to them and his hands covering his closed eyes. Children say:

   > "Little Tommy Toddlemouse,
   > Living in a little house,
   > Someone's knocking
   > Me, on my!
   > Someone's calling

   (Teacher points to a child who goes quietly and knocks on back of chair; child says sound he is learning.) Child in chair then tries to guess who is behind him.

2. "My Ship Sails" - use a word instead of an isolated sound.

3. "Sound Musical Chairs" - use words.

4. I Am Thinking

   "It" says, "I am thinking of something that begins with "f" (or some other sound)." Continue the game in the same manner as I See, I See.

5. Lion Hunt

   Teacher says, "I am going on a lion hunt," and the child repeats this statement. The teacher continues, "I close the door of the house," and the child repeats this also. The teacher continues with the "lion hunt" having the children repeat each statement and gesture that he makes.

6. The teacher or parent can pronounce a group of words ending with the sound "t," occasionally leaving off a "t" sound. The listeners turn thumbs up for every final consonant "t" pronounced and thumbs down when they hear the final sound omitted. Watch to see who avoids being caught with thumbs the wrong way. Any other sounds may be chosen for the game.

7. A vowel recongition can be used. Have students listen for a certain sound, such as "ow", as a group of words is read and clap each time it is heard. Use other vowel sounds.

8. Write on the board a "key" word for each sound that may have been confused with another sound, such as "w" and "r". Have children think of words beginning with either sound, pronounce them correctly and place them under the correct "key" word.

Learning Style (continued -8)

9. Game, "The Minister's Cat"

   Child thinks of a word that describes the minister's cat, but says only the first sound; as, "The minister's cat is f----. The child who guesses the correct adjective takes his turn at describing the cat.

10. Who Can Make a Home Run?

    Draw a baseball diamond on the board and let the pupil think of a word beginning with a chosen sound as he progresses to each base. A base is made every time an appropriate word is given. Other children listen as referees and call "outs." A variation may be made by practicing and listening for sounds in final positions. Children may walk around bases placed on the floor.

11. A shopping game can be played.

    The first player chooses a sound, perhaps "s". He may say, "I went to the store and bought some spinach." The second player must say, "I went to the store and bought some spinach and _______." Add another word that begins with an "s" sound. Each speaker repeats what has been said and adds an item beginning with a chosen sound. This continues until a player leaves out one of the items or gets them in the wrong place. He is then out of the game and the group continues without him until only one person is left. Words beginning with other sounds may be used according to the needs of the players. Other phrases may be substituted for, "I went to the store and bought."

12. A 'What am I?" game can be played to practice on "th" or another sound.

    Pin a word or picture on the backs of the children. Each child is to guess the word on his back. He is to ask, "Am I a _____?" and receive an answer from another child, 'No, you are not a __________," or "Yes, you are a ________." When a child's guess is correct, the card is taken off, pinned on the front of the child and a new card pinned on his back. The questioning continues until time is called. The one who has the most cards pinned on the front is declared the winner. Note: A list of words used should be placed in front of the child guessing the word.

13. Age 7

    a. Practice repeating 5 digits forward.

    b. Practice repeating 3 digits reversed.

    c. Do fewer numbers if unable to do as above.

Learning Style (continued -9)

14. Age 8

    Read simple story of 75 to 100 words and ask a series of 5 or 6 questions about it, answerable in one word.

15. Age 9

    a. Practice repeating 4 digits reversed.

    b. See how many words can be named that rhyme with a given word. (Should be able to name at least 3 in 30 seconds.)

III. GRADES 3 - 4

There is no fine line with games. K-2 and the following games overlap somewhat.

1. With their eyes closed have children identify noises you make such as tearing paper, tapping with a pencil, snapping fingers, writing on board, dropping scissors.

2. Have children imitate sounds they know as animal, farm, human, airport, ships, automobile, street noises.

3. Using children's names say, "I see someone whose name begins with 'Ca,' someone's name begins with 'Vi,' with 'Wi'."

4. Play a game saying, "Today I am going to say the word in its parts. You must tell me what the word is, My word is ho-p." Continue the exercise with the following one-syllable action words. Sound words only, do not write or spell them.

   ru-n ea-t swi-m swee-p tur-n si-t
   scru-b kno-ck stoo-p smi-le sli-de slee-p

5. Other things in the room may provide words which the teacher could sound and have the children pronounce distinctly:

   fla-g de-sk blo-ck pe-n car-d fi-sh
   sha-de ligh-t doo-r sea-t pas-te toy-s(z)

6. The names of animals furnish further experiences in auditory discrimination.

   du-ck mou-se do-g chi-ck goo-se ca-t
   shee-p fo-x gee-se pi-g goa-t lam-b

7. "I am thinking of a little animal that begins with ca (cat)." Other words the children might think of are: catch, kangaroo, camel, carrots, cabbage, cantaloupe, captain, camera, calendar.

8. Children are asked to think of words beginning with bu, as bus, butter, bugs, butterflies, bunch, bun, bump, bunny, but, button.

Learning Style (continued -10)

9. Pronounce the whole word and have children repeat the beginning.
10. Pronounce the whole word and have children repeat the ending.
11. "What beginning do you hear in bug, bed, box; in send, sell, several?"

AGE 10

Practice repeating 6 digits.

AGE 11

Practice repeating exactly sentences of 15 words.

APPENDICES

Draft No. 7: 5-23-79
Project HAPI

APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student *Larry Mason* BD *10-25-61* CA *15*
Personal Identifier *SS #: 414-35-2143* Sex *Male*
Teacher *Maxine Harvey* No. Yrs. Enrolled in School *11* Grade *10*
School *Washington High School* Special Program *Severe Disorder of Language*
Date of Initial Enrollment in Special Education *6-19-77* *Projected Date of Placement *10-11-77* Anticipated Duration of Placement *One year*
Career/Vocation Education Program *Program in Social Adjustment*
Extent of Regular Class Placement *40* % P.E. Program *Regular*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Most language areas at approximately 8-10 year level.*

Academics: *Reading, math and writing skills at primary grade level.*

Social Adaptation/Emotional Development: *Severely delayed.*

Psychomotor: *Some problems with movement; auditory perceptual skills at 8 year level; visual perceptual skills adequate.*

Prevocational/Vocational Skills: *Basic vocational skills are minimal.*

Self-Help Skills: *Age appropriate.*

Learning Style (Modality): *Multisensory.*

Learning Approach (e.g., reflective, persistent, etc.) *Succeeds with short increment tasks. Reflective.*

Health Status: *Good. Vision and hearing within normal limits. No health problem noted.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): *No delay.*

Date of Meeting *10-1-77*
Parents *Lawrence and Betty Mason* Phone *234-7736*
Address *2270 Park Way*
Native Language of Pupil *English* How Determined *Pupil report*
Native Language of Home *English* School District of Residence *North Clareton*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Assessment indicates severe language delay with primary deficits in the auditory and visual areas. Social adjustment area appears inadequte. Speech is characterized by short and incomplete sentences with much use of slang and hesitation. Reading level is markedly lower than math.*

Specific special education to be provided:
Special class placement for Severe Disorders of Language, Including Aphasia.

Related services to be provided:
Transportation. Vocation counselor--part-time.

Special material/equipment to be provided:
Read On reading series.

Provision(s) for possible transition into regular classroom program:
Regular classroom participation will be adjusted compatible to student's needs.

Rationale for Least Restrictive Environment:
Program for career/vocational education will be scheduled with regular class students. Larry needs much language improvement. Currently requires a special setting with partial visits to regular class.

Form 831-1/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE – Project Coordinator
CANARY – Agency File
PINK – Originator

Student *Larry Mason*

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^{xx} sign below:	Date
Mrs. Betty Mason Parent/designee signature	10/1/77
Mr Lawrence Mason Parent/designee signature	10/1/77
Larry Mason Student signature	10-1-77
Norma Page Special education administrator/designee signature	10/1/77
Linda Kelly Regular education teacher signature	10/1/77
*School psychologist signature	10-1-77
XX H Brown *Language, speech, and hearing specialist signature	10-1-77
School nurse signature	
Special education teacher signature	12/1/77
Interpreter signature	
Other signature (specify)	
Other signature (specify)	

*Has evaluated pupil

^{xx}Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Graduation based on completion of curriculum for high school students with exceptional needs are set forth in Policy #8490, Washington High School District.

Determination of extended school year services (CAC 3306(e)):

Summer school attendance will be determined at the June 1978 annual review of this IEP.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Special Therapy, Severe Disorders
Specified Special Education Placement

Mrs. Betty Mason Parent/designee signature	10/1/77 Date
Mr Lawrence Mason Parent/designee signature	10/1/77 Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Mrs. Betty Mason Parent/designee signature	10/1/77 Date
Mr Lawrence Mason Parent/designee signature	10/1/77 Date

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Student *Larry Mason*

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. *Utilize the vocational assistance opportunities.*	A. *By June 1978, student will have completed an Exploratory Work Experience class with a letter grade of "C" or better.* Person responsible *Al Brown* Date established *10-1-77*	Achieved Reviewed *Revision recomm. Parent informed
II. *Improve social skills.*	A. *Student will show a gain of at least one year in the social adjustment subtests of the Detroit Test by June 1, 1978.* Person responsible *Maxine Harvey* Date established *10-1-77*	Achieved Reviewed *Revision recomm. Parent informed
III. *Improve reading skills.*	A. *Student will show growth of at least one grade level as measured by Gates Reading Survey June June 1, 1978.* Person responsible *Maxine Harvey* Date established *10-1-77*	Achieved Reviewed *Revision recomm. Parent informed
IV. *Improve auditory processing skills.*	A. *Student will show gain of at least six months of all auditory subtests of the Detroit Test by June 1, 1978.* Person responsible *Maxine Harvey* Date established *10-1-77*	Achieved Reviewed *Revision recomm. Parent informed
	Person responsibile Date established	Achieved Reviewed *Revision recomm. Parent informed
	Person responsible Date established	Achieved Reviewed *Revision recomm. Parent informed

333b

Note: Assessment Analysis should be attached to IEP showing assessment results and basis for determining goals.

*CAC Title 5 – 3307

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APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student Michael McNeal BD 12-18-72 CA 4-9

Personal Identifier SS #: 306-53-9601 Sex Male

Teacher Lee Staley No. Yrs. Enrolled in School 1 Grade Pre-Kdgn.

School Wellington Special Program Severe Disorders of Language

Date of Initial Enrollment in Special Education 9-9-77 Projected Date of Placement 9-9-77 Anticipated Duration of Placement 1977-78

Career/Vocation Education Program CARE Curriculum

Extent of Regular Class Placement 0% % P.E. Program Special class PE Program

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Auditory processing skills depressed. Severe delay in all areas of language development.

Academics: Readiness skills below age level expectancy--compatible with language development.

Social Adaptation/Emotional Development: No evidence of severe emotional disturbance. Interaction with peers sometimes inappropriate.

Psychomotor: Eye-hand coordinator poor.

Prevocational/Vocational Skills: Exhibits need for special instruction.

Self-Help Skills: Not completely toilet trained.

Learning Style (Modality): Visual adequate. Tactile-kinesthetic possible reinforcement.

Learning Approach (e.g., reflective, persistent, etc.): Functions best with short increment tasks.

Health Status: Hearing and vision screening normal. Physical growth normal.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): No delay.

Date of Meeting August 15, 1977

Parents Dudley and Mary McNeal Phone 287-9986

Address 1111 First Street

Native Language of Pupil English How Determined Parent report

Native Language of Home English School District of Residence Corona

RATIONALE FOR PLACEMENT

Functional description of handicap: Receptive and expressive language development severely delayed. Intellectual functioning judged to be within normal limits. Language delay with expressive abilities more depressed than receptive in phonology, morphology, syntax and semantics. Speech characterized by one or two-word utterances (relies on gestures) with multiple misarticulations.

Specific special education to be provided:

Instruction in self-contained class for severe disorders of language.

Related services to be provided: Free breakfast and lunch. Transportation. Parents and school nurse will pursue CCS evaluation.

Special material/equipment to be provided: Adapt curriculum to provide highly visual, tactile and kinesthetically appearling stimuli.

Provision(s) for possible transition into regular classroom program: Participation in selected activities in the regular preschool program will be introduced dependent upon Michael's progress. An instructional aide will accompany him through such a possible transition.

Rationale for Least Restrictive Environment: Michael's current level of function precludes regular classroom participation. His communication, social and self-help skills require the specific special education instruction and facilities provided by the self-contained class situation.

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San Diego County 6 79

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Student Michael McNeal

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Participating IEP committee members ^xx^ sign below:	Date
Mary McNeal Parent/designee signature	8/15/77
Dudley McNeil Parent/designee signature	8/15/77
Student signature	
George Feller Special education administrator/designee signature	8/15/77
Regular education teacher signature	
Mona Storm *School psychologist signature	8/15/77
xx Leah Kidd *Language, speech, and hearing specialist signature	8/15/77
Mary Lippon School nurse signature	8-15-77
Lee Stailey Special education teacher signature	8/15/77
Interpreter signature	
Other signature (specify)	
Other signature (specify)	

*Has evaluated pupil

xxIndicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Not appropriate for Michael's preschool placement.

Determination of extended school year services (CAC 3306(e)):

Extended school year services will be provided during the summer session 1978.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Severe Disorders of Language Class
Specified Special Education Placement

Mary McNeal 8/15/77
Parent/designee signature Date
Dudley McNeil 8/15/77
Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Mary McNeal 8/15/77
Parent/designee signature Date
Dudley McNeil 8/15/77
Parent/designee signature Date

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Student *Michael McNeal*

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. *Improve receptive language abilities.*	A. *In June, Michael will point to correct object given a choice of five objects 80% of the time as judged by teacher. Use of PEEK learning materials advised.* Person responsible *L. Staley* Date established *8-15-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. *In June, Michael will perform three tasks given orally, with 100% accuracy as judged by teacher.* Person responsible *L. Staley* Date established *8-15-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
II. *Improve expressive language abilities.*	A. *By January, Michael will demonstrate self-awareness of oral mechanism and appropriate movement of articulators 50% of the time during speech therapy as judged by the teacher.* Person responsible *L. Staley* Date established *8-15-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. *By June, Michael will demonstrate correct manner of articulation for plosive sounds s/p/b/k/t/d/etc. on four out of five attempts as judged by teachers.* Person responsible *L. Staley* Date established *8-15-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
III. *Self-help skills.*	A. *By January, Michael will announce his need for toileting without accident four out of five times as judged by teacher.* Person responsibile *L. Staley* Date established *8-15-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. *By June, Michael will toilet himself four out of five times without accident as judged by teacher.* Person responsible *L. Staley* Date established *8-15-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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APPENDIX A

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INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student *Marcus Smith* BD *3/25/65* CA *12-6*
Personal Identifier *Student #803-61A* Sex *Male*
Teacher *Earl Williams* No. Yrs. Enrolled in School *6* Grade *6*
School *Taylor* Special Program *Speech/Language Therapy*
Date of Initial Enrollment in Special Education *9-75* *Projected Date of Placement *9-77* Anticipated Duration of Placement *77-78*
Career/Vocation Education Program *Regular*
Extent of Regular Class Placement *93* % P.E. Program *Regular*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Expressive skills significantly depressed. 5-6 year level in auditory memory, and auditory comprehension of language.*

Academics:
Age appropriate.

Social Adaptation/Emotional Development:
Age appropriate.

Psychomotor:
Age appropriate.

Prevocational/Vocational Skills:
Age appropriate.

Self-Help Skills:
Age appropriate.

Learning Style (Modality): *Visual learner--delayed response.*

Learning Approach (e.g., reflective, persistent, etc.): *One-to-one instruction; instruction must be paced to meet Marcus' needs.*

Health Status:
No significant health needs. Normal vision/hearing.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):
No delay.

Date of Meeting *August 30, 1977*
Parents *Marcus and Susan Smith* Phone *488-8749*
Address *3997 Green Trails Road*
Native Language of Pupil *English* How Determined *Pupil Report*
Native Language of Home *English* School District of Residence *Vera Cruz*

RATIONALE FOR PLACEMENT

Functional description of handicap:

Language problems in areas of auditory discrimination/memory, receptive comprehension of language. Expressive skills are those of a much younger child.

Specific special education to be provided:

Speech/language therapy, individually, three times a week.

Related services to be provided:

None.

Special material/equipment to be provided:

Language Master. MWM Kit for developing language abilities.

Provision(s) for possible transition into regular classroom program:

Determination to reduce sessions or modify therapy schedule shall be dependent on Marcus' progress and parental input.

Rationale for Least Restrictive Environment:

Currently the designated instructional services for speech/language therapy are indicated. All other instruction shall be in the regular classroom.

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Student *Marcus Smith*

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Participating IEP committee members ^{xx} sign below:	Date
Susan Smith Parent/designee signature	8-30-77
Parent/designee signature	
Marcus Smith Student signature	8-30-77
William Christopher Special education administrator/designee signature	8-30-77
Regular education teacher signature	
*School psychologist signature	
XX D. Ridley *Language, speech, and hearing specialist signature	8/30/77
School nurse signature	
Special education teacher signature	
Interpreter signature	
Other signature (specify)	
Other signature (specify)	

*Has evaluated pupil

^{xx}Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Does not apply to studen' t this time.

Determination of extended school year services (CAC 3306(e)):

This determination will be made at the annual review scheduled to occur in May 1978.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Speech/Language Therapy
Specified Special Education Placement

Susan Smith 8-30-77
Parent/designee signature Date

Marcus Smith 9-1-77
Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Susan Smith 10/30/77
Parent/designee signature Date

Marcus Smith 9-1-77
Parent/designee signature Date

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Student Marcus Smith

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
I. Improve auditory processing skills	Specify time, observable behavior, evaluation conditions, and evaluation criteria. A. By February 3, Marcus will show ability to discriminate between speech sound in word context with 80% accuracy as measured by the Wepman Auditory Discrimination Test. Person responsible D. Ridley Date established 9-16-77	Date ______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. By June 1, Marcus will show 5% progress in auditory discrimination/ sequencing as measured by the LAC Test. Person responsible D. Ridley Date established 9-16-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	C. By June 1, Marcus will show ability to reconstruct two-sentence stories correctly with 85% accuracy as judged by teacher observation. Person responsible D. Ridley Date established 9-16-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
II. Improve language skills	A. By June 1978, Marcus will show ability to use a specified 30-word vocabulary list in appropriate complete sentences with 90% accuracy measured by teacher observation. Person responsible D. Ridley Date established 9-16-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student *Angela Freeman* BD *8-8-70* CA *7-1*

Personal Identifier *SS # 302-46-9321* Sex *Female*

Teacher *Mary Miller* No. Yrs. Enrolled in School *2* Grade *1*

School *Century* Special Program *Speech/Language Therapy*

Date of Initial Enrollment in Special Education *9-16-77* *Projected Date of Placement *9-16-77* Anticipated Duration of Placement *1977-78*

Career/Vocation Education Program *Regular class*

Extent of Regular Class Placement *90* % P.E. Program *Regular*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Area of need: Articulation, expressive language skills and oral motor control.*

Academics:
Age appropriate.

Social Adaptation/Emotional Development:
Age appropriate.

Psychomotor:
Age appropriate.

Prevocational/Vocational Skills:
Age appropriate.

Self-Help Skills:
Age appropriate.

Learning Style (Modality):
Multisensory.

Learning Approach (e.g., reflective, persistent, etc.): *Needs extended response time; needs to subvocalize to improve retrieval skills.*

Health Status: *Hearing and vision screening normal. Parent reports mild cerebral palsy involvement. Does not interfere with school performance.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):

No delay.

Date of Meeting *September 16, 1977*

Parents *Andrew and Helen Freeman* Phone *998-6737*

Address *2209 Ocean Way*

Native Language of Pupil *Spanish (See xx below)* How Determined *Parent*

Native Language of Home *Spanish (See xx below)* School District of Residence *Monteclaire*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Language and articulation education reveals an expressive language dysfunction. Mild cerebral palsy oral motor involvement, plus articulation problem and "jerky" speech rhythm makes speech unintelligible to a stranger or if subject matter is not known. Receptive language seems to be intact.*

Specific special education to be provided:

Speech/language therapy on an individual basis, three times weekly.

Related services to be provided:

None indicated.

Special material/equipment to be provided:

Language Master.

Provision(s) for possible transition into regular classroom program: *Dependent on progress. Therapy sessions may be altered to either less frequent or shorter session. No change will be made without parental involvement.*

Rationale for Least Restrictive Environment:

xxParent reports that when Angela began school, language emphasis in home was English. Angela is, by parent decision, not enrolled in a bilingual class. Designated instructional services for speech/language remediation with remainder of instruction in the regular classroom is currently indicated.

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Student *Angela Freeman*

Page 2 of 3

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Participating IEP committee members ^{xx} sign below: Date

Helen Freeman 9/16/77
Parent/designee signature

ANDREW FREEMAN 9/16/77
Parent/designee signature

Student signature

Christian Williams 9-16-77
Special education administrator/designee signature

Regular education teacher signature

*School psychologist signature

xx Lila Miller 9/16/77
*Language, speech, and hearing specialist signature

School nurse signature

Special education teacher signature

Interpreter signature

Other signature (specify)

Other signature (specify)

*Has evaluated pupil

^{xx}Indicates designated team coordinator

339a

Secondary level graduation requirements (CAC 3306(s)):

Not appropriate for primary age child.

Determination of extended school year services (CAC 3306(e)):

Speech/language therapy shall continue through scheduled summer session at district school providing services. Transportation will be provided if such session are not held at Century School.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Speech/Language Therapy
Specified Special Education Placement

Helen Freeman 9/16/77
Parent/designee signature Date

ANDREW FREEMAN 9/16/77
Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Helen Freeman 9/16/77
Parent/designee signature Date

Andrew Freeman 9/16/77
Parent/designee signature Date

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Student *Angela Freeman*

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Improve oral-motor control.	A. At the end of the school year 77-78, Angela will show improved breath control to support articulation as measured by teacher observation. Person responsible G. Daly Date established 9-16-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	B. At the end of the school year 77-78, Angela will show improved control of the organs of articulation as measured by teacher observation. Person responsible G. Daly Date established 9-16-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
II. Improve articulation skills.	A. In 18 weeks, Angela will produce target sound(s) correctly in words in initial, medial and final position with 80% accuracy as measured by teacher observation. Person responsible G. Daly Date established 9-16-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	B. Upon successful accomplishment of objective A, and by the end of the school year 77-78, Angela will produce a correct /s/ sound in simple sentences 75% of the time as measured by teacher observation. Person responsible G. Daly Date established 9-16-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
III. Improve visual-motor expression.	A. At the end of the school year 77-78, Angela will show increased growth in visual to written skills as measured by teacher charting of assigned activities. Person responsibile G. Daly Date established 9-16-77	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed

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APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

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FICTITIOUS

Student Lela Roberson BD 5/26/62 CA 15
Personal Identifier ASB 9068-4C Sex Female
Teacher Pat Jarman No. Yrs. Enrolled in School 10 Grade 10
School Webster High School Special Program Speech/language therapy
Date of Initial Enrollment in Special Education 74-74 *Projected Date of Placement 11-6-77 Anticipated Duration of Placement 77-78
Career/Vocation Education Program Regular
Extent of Regular Class Placement 97 % P.E. Program Regular

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Previous therapy terminated for same disorder. Current function shows regression and need for therapy.*

Academics:
Age appropriate.

Social Adaptation/Emotional Development:
Age appropriate.

Psychomotor:
Age appropriate.

Prevocational/Vocational Skills:
Age appropriate.

Self-Help Skills:
Age appropriate.

Learning Style (Modality):
Auditory.

Learning Approach (e.g., reflective, persistent, etc.)
Practical minded; flexible in ideas; reflective.

Health Status:
Otolaryngobist reported; no pathology noted.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):
No delay.

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Date of Meeting October 20, 1977
Parents John and Margaret Roberson Phone 278-7745
Address 2879 Jackson Drive
Native Language of Pupil English How Determined Pupil report
Native Language of Home English School District of Residence Los Novios

RATIONALE FOR PLACEMENT

Functional description of handicap:
Voice disorder; denasal vocal quality.

Specific special education to be provided:
Individual speech therapy for 30 minutes once weekly.

Related services to be provided:
None needed.

Special material/equipment to be provided:
Phonic mirror and tape recorder.

Provision(s) for possible transition into regular classroom program:
Upon completion of goals and objective, Lela shall be provided with a self-monitoring program and reduced time in therapy sessions.

Rationale for Least Restrictive Environment:
Lela's high motivation permits a limited time to be spent in designated instructional services. All academic instruction and extracurricular activities shall be a function of regular class placement.

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Student *Lela Roberson* **Page 2 of 3**

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Participating IEP committee members ^{XX} sign below:	Date
John Roberson Parent/designee signature	10-20-77
Margaret Roberson Parent/designee signature	
Lela Roberson Student signature	10/20/77
Bill Torres Special education administrator/designee signature	10-20-77
Regular education teacher signature	
*School psychologist signature	
XX Trudy Marsh *Language, speech, and hearing specialist signature	10-20-77
School nurse signature	
Special education teacher signature	
Interpreter signature	
Other signature (specify)	
Other signature (specify)	

*Has evaluated pupil

^{XX}Indicates designated team coordinator

341a

Secondary level graduation requirements (CAC 3306(s)):

Graduation is contingent upon fulfilling those requirements and proficiency levels as set forth in policy #934-A by the Board of Education, Los Novios Union High School District.

Determination of extended school year services (CAC 3306(e)):

Extended school services are not indicated.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Speech/Language Therapy
Specified Special Education Placement

John Roberson Parent/designee signature	10-20-77 Date
Margaret Roberson Parent/designee signature	10-20-77 Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

John Roberson Parent/designee signature	10-20-77 Date
Margaret Roberson Parent/designee signature	10-20-77 Date

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Student Lela Roberson

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
I. *Elimination of Denasality.*	Specify time, observable behavior, evaluation conditions, and evaluation criteria. A. *By June 1978, Lela will demonstrate no denasality in conversation with 90-100% proficiency determined by taped samples.* Person responsible *Trudy Marsh* Date established *10-20-77*	Date ______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student *Lorie Lee* BD *1-15-62* CA *15*
Personal Identifier *SS #: 536-92-8451* Sex *Female*
Teacher *Maxayn Jackson* No. Yrs. Enrolled in School *10* Grade *10*
School *Bay Terrace High School* Special Program *Speech therapy*
Date of Initial Enrollment in Special Education *11-76* *Projected Date of Placement *10-12-77* Anticipated Duration of Placement *Academic year*
Career/Vocation Education Program *Regular program*
Extent of Regular Class Placement *97* % P.E. Program *Regular*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Dysfluency; voice disorder.*

Academics: *Age appropriate.*

Social Adaptation/Emotional Development: *Age appropriate.*

Psychomotor: *Age appropriate.*

Prevocational/Vocational Skills: *Age appropriate.*

Self-Help Skills: *Age appropriate.*

Learning Style (Modality): *Age appropriate.*

Learning Approach (e.g., reflective, persistent, etc.): *Age appropriate.*

Health Status: *Vision and hearing within normal limits. No health problems noted.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):

No delay.

Date of Meeting *October 12, 1977*
Parents *Stanley and Olivia Lee* Phone *287-4950*
Address *2797 Date Drive*
Native Language of Pupil *English* How Determined *Pupil report*
Native Language of Home *English* School District of Residence *Ocean View*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Medical confirmation of vocal nodules located on anterior portion of vocal cord with recommendation for remediation through speech therapy. Assessment reveals a moderately hoarse and breathy voice, with poor breath control. Assessment reveals stuttering on 15% of words in spontaneous speech.*

Specific special education to be provided:

Individual speech therapy for reducation of vocal nodules and for improvement of dysfluencies.

Related services to be provided:

None.

Special material/equipment to be provided:

None.

Provision(s) for possible transition into regular classroom program:

Therapy session will be adjusted to needs based on medical recommendation/vocal nodule reducation and possible decreasing dysfluency.

Rationale for Least Restrictive Environment:

Speech therapy is indicated for at least 30 minutes, twice weekly at present time.

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Student *Lorie Lee*

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Improve quality of voice through a vocal nodule reducation program.	*A. By June, Lorie will reduce vocal abuse 90% as recorded by student's charting of vocal behavior.* Person responsible *M. Jackson* Date established *10-12-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
II. Decrease stuttering behavior in spontaneous speech.	*A. By June, Lorie will have reduced her stuttering to5% of words in spontaneous conversation, as recorded by therapist in 200 word sample.* Person responsible *M. Jackson* Date established *10-12-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsibile Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed

Note: Assessment Analysis should be attached to IEP showing assessment results for basis determining goals and objectives.

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Student *Lorie Lee*

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Participating IEP committee members ^XX^ sign below:	Date
Mrs. Olivia Lee Parent/designee signature	10-12-77
Stanley Lee Parent/designee signature	10-12-77
Lorie Lee Student signature	10/12/77
Nate Jones Special education administrator/designee signature	10/12/77
Regular education teacher signature	
*School psychologist signature	
XX V. J. Pruitt *Language, speech, and hearing specialist signature	10-12-77
School nurse signature	
Special education teacher signature	
Interpreter signature	
Confirmation of vocal nodule and recommendation for speech therapy per otolaryngologist's report. Other signature (specify)	Received: 10-6-77
Other signature (specify)	

Secondary level graduation requirements (CAC 3306(s)):

Based on completion requirements as set forth in policy #8490, Board of Education, Ocean View High School District. Student and parents have received this document.

Determination of extended school year services (CAC 3306(e)):

Determiantion of extended year services will be based on medical recommendations from otolaryngologist scheduled in May 1978.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Individual speech therapy.
Specified Special Education Placement

Mrs. Olivia Lee — 10-12-77
Parent/designee signature — Date

Stanley Lee — 10-12-77
Parent/designee signature — Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Mrs. Olivia Lee — 10-12-77
Parent/designee signature — Date

Stanley Lee — 10-12-77
Parent/designee signature — Date

*Has evaluated pupil

^XX^Indicates designated team coordinator

Form 631-I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE—Project Coordinator
CANARY—Agency File
PINK—Originator

APPENDIX B
SUMMARY OF CAC TITLE 5 REQUIREMENTS
COMPOSITION OF E&P AND/OR IEP COMMITTEE

Program	1 Special Ed.Admin. or Designee	2 Experienced Special Education Teacher	3 School Nurse	4 Cred.*** School Psychologist	5 Licensed Physician	6 Pupil*	7 Parents **	8 Sp/Lang/H Specialist ***	9 Regular Teacher	10 Cred.*** Licensed Audiologist	11 **** Other
All EH Programs	*Yes*	*Yes*	*Yes*	*Yes*	*Current information may be requested by E&P committee.*	*When appropriate*	*Yes*	*Autistic, yes. Other EH optional.*	*Yes, when not same as #2.*	*Optional*	*Optional*
MR	*Yes*	*Yes*	*Yes*	*Yes*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
PH Programs (a) Hearing Impaired	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Yes*	*Optional*
(b) Blind	*Yes*	*Yes, when available*	*Optional*	*Optional*	*(Or optometrist) written report.*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
(c) Partially Seeing	*Yes*	*Yes, when available*	*Optional*	*Optional*	*(Or optometrist) written report.*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
(d) Orthopedic or Other Health Impaired	*Yes*	*Yes*	*Optional*	*Optional*	*(Or nurse practitioner) written report.*	*When Appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*

*Parent may have representative such as M.D., psychologist, M.S.W., teacher, etc. provide information to the committee.

**Pupil may be below age of 18 years if sufficiently mature and intelligent to participate in IEP planning.

***Who has examined pupil.

****Other pupil service worker(s) who has/have conducted assessment(s) [CAC 5 3301(e)].

Program	1 Special Ed. Admin. or Designee	2 Experienced Special Education Teacher	3 School Nurse	4 Cred.*** School Psychologist	5 Licensed Physician	6 Pupil*	7 Parents **	8 Sp/Lang/H Specialist ***	9 Regular Teacher	10 Cred.*** Licensed Audiologist	11 **** Other
(e) Severe Disorders of Language Including Aphasia	*Yes*	*Yes*	*Optional*	*Yes*	*Optional*	*When appropriate*	*Yes*	*Yes*	*Optional*	*Yes--if student has significant hearing loss.*	*Yes, for NES/LES competent in primary language.*
(f) Other Speech-Language Handicapped (Communication Disorders)	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*
(g) Other Physically Handicapped	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
(h) Multi-Handicapped	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
Development Centers for Handicapped	*Yes/or supervising head teacher*	*One(s) most appropriate to needs*	*Yes/or #5/or nurse practitioner.*	*Yes*	*Yes/or #3/or nurse practitioner.*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional & CCS representative if available*
Hearing Impaired and Visually Impaired (Deaf-Blind)	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Yes*	*Optional*

Project HAPI

CASE HISTORY - VOICE

Student ______________________ School __________ Date __________

B.D. ________ C.A. ______ Sex ________ Teacher ________________ Grade ____

Parent ________________ Address ________________ Phone __________

Doctor ________________ Address ________________ Phone __________

Language, Speech and Hearing Specialist ______________________________

Problem ____

Pertinent History (Parent):

Describe the onset and duration of the vocal problem (on reverse side).

Does the child ever notice an unusual sensation or pain in the throat? Yes___ No___

Does the child have any allergic reactions?. . . . . Yes___ No___

Do any family members have notable allergies?. . . . . Yes___ No___

Have prolonged and recurrent cold infections occurred? . . . . Yes___ No___

Do any others in the family have a simlar voice quality? . . . . Yes___ No___

Has swallowing of a sharp object or other throat injury occurred?. . . Yes___ No___

Does this child appear to be tense or "high strung?" . . . . Yes___ No___

Does excessive shouting or loudness often occur? . . . . Yes___ No___

Has the child had any operations?. . . . . Yes___ No___

Description of Vocal Behavior by Specialist's Observation and Teacher's Reports:

What percentage of the time is this child's voice hoarse? ______________

Aphonic? __________ Nasal? __________ Denasal? __________

What patterns have been noted in the variation in voice quality? __________

____

In what ways does this child display abnormal tensions? ______________

What abusive vocal techniques have been observed?

( ) Habitual pitch level is significantly deviant, considering range.

( ) Hard glottal attack is habitually employed.

( ) Excessive coughing and/or clearing of the throat occurs.

( ) Other

Comments: ____

____

APPENDIX B
NES/ESL LANGUAGE AND SPEECH ASSESSMENT MATRIX

NAME OF TEST	SPANISH	ENGLISH	RECEPTIVE	EXPRESSIVE	AGE	COMMENTS
Bilingual Syntax Measure (BSM)	X	X	X	X	4 to 9	In order to score, examiner must know Spanish and English grammatical structures. Gives a core from which to start.
Screening Test of Spanish Grammar (Toronto)	X		X	X	3 to 6	Not useful for monolingual English speakers.
James Language Dominance Test	X	X	X	X	3 to 6	
The Language Assessment Scales (LAS)	X	X	X	X	K - 6	Prescriptive materials available for remediation.
Meda	X			X	4 to 9	Norms for 4-9 in San Ysidro available.
Austin Spanish Articulation Test	X			X	3 to 12	Not normed.
Ber-Sil Spanish Test	X		X		5 to 11	Good vocabulary test for this area. Need not be Spanish-speaking to administer.
S.T.A.C.L.	X	X	X		3 to 7	
T.A.C.L.	X	X	X		3 to 7	Diagnostic analysis and normative data complete in English and pending in Spanish.
Boehm Test of Basic Concepts	X	X	X		K to 2	Spanish vocabulary in Puerto Rican.

APPENDIX B
Who Are The Severe Language Handicapped (Aphasic) Pupils In The Schools?*

"The severe language handicapped (aphasic) individuals" are the most severe language disordered pupils in communities throughout California. For example, the three-to-five year olds are mostly non-verbal; or, stated, another way, they are like one-to-two year olds. The five-to-nine year old groups are like two-to-five year olds in language development. The nine-to-fifteen year old groups are like six-to-eleven year olds in language development and they range approximately from a reading readiness stage to second grade reading level.

On performance intelligence tests rather than on language-based tests these pupils do not show retardation even though they have severe language disorders. Pupils currently enrolled in the severe language handicapped (aphasic) programs present a complex pattern or receptive and/or expressive language disorders usually complicated by emotional problems resulting from the frustration of not being able to relate and communicate with their family and peers. . . .and from school failure. Most of the referrals of six-to-eight year olds come from the kindergarten where these pupils have spent two to three years. The referrals of older pupils beginning with middle grade come mainly from the Educationally Handicapped and Learning Disability Group classes where these pupils have been unable to succeed because of their language disorders.

In addition to those pupils above, the high school pupils are mainly head trauma cases or classic aphasics who have suffered accidents. They are usually non-verbal and functioning at preschool language level.

The severe language handicapped pupil's language problems may involve several or all of the components of language. Some are unable to understand the meanings of symbols, words, letters, gestures, experiences, and many are non-verbal or only echo the speech they hear. Others understand what is said but cannot recall the words needed to speak. Still others cannot organize their words in meaningful phrases and sentences. Some have not established the motor patterns for the tongue, lips and palate required to make the sounds of speech intelligible enough for others to understand. Still others have further complications of rhythm patterns and voice disorders. It has also been discovered in programs through the state, an unusually large percentage of pupils in the severe language handicapped program have a variety of communication disorders of various kinds, i.e., stuttering, voice, articulatory disorders, hearing loss, et al, therefore needing specialized attention particularly from the specialist trained in the area of language, speech, and hearing.

Severe language handicapped pupils who can tolerate integration are integrated maximally in to classrooms for as much of the school day as possible. Itinerant language teachers are often sent with the pupils to help them understand the language of the classroom so they can function.

The prognosis for most of these pupil under the Master Plan for Special Education provisions is that they will not make it in the mainstream situation. They will need ongoing and continued intensive language instruction on an integrated basis with their peers. Then they will need to be routed, at as early an age as possible, into career clusters that take advantage of their strengths (remember retardation is not a problem), e.g., there are pupils going into professional photography, graphic arts, auto shop, and becoming beauticians. The goal continues, however, to be intensive language instruction which they need in order to function in the integrated classroom, to function socially with peers and to function in their work study and career situations. In other words, these more severely language handicapped pupils can be integrated with continued language instruction but they cannot be mainstreamed into the regular classroom because the language disorder is so severe that they cannot take part in the academic programs in the regular classrooms.

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*A statement based on a Position Paper by Nadine H. Coates, Assistant Director, Program Development, Special Education, Office of Los Angeles County Superintendent of Schools, December, 1975.

The Los Angeles County Schools Office indicates that a few pupils seem to succeed in the mathematics program and that happens only if the language teacher is able to give the pupils instructions so that they can understand what is wanted in terms of completing the arithmetic problems. The more mild and moderately language disordered pupils have already been mainstreamed utilizing the services of language resource teachers and the services of Los Angeles County's some two hundred remedial language, speech and hearing specialists.

From the Los Angeles County severe language handicapped program each year approximately ten percent of the pupils are dismissed, mainly returning to the Educationally Handicapped classes. The few that are returned to regular classes are pupils who have been admitted as three-year olds and then returned to the kindergarten as six or seven-year olds.

The severe language handicapped pupil continues to manifest deficiencies in all components of language, i.e., semantics or vocabulary, syntax, morphology, grammar, phonology (sounds of speech) and rhythm and voice. These pupils need help in reading, writing and spelling ranging from the readiness level through the basic skill development stages. The language, speech and hearing credential requirements provide for this expertise; the specialist in special education credential requirements do not.

The severe language handicapped pupil must have language skills before he or she can cope with the essence of academic content. Teachers with a background of preparation as language, speech and hearing specialists are most adequately prepared to teach the pupil to achieve the necessary levels of language skills. In establishing "priority objectives" for pupils, it is essential to remember that skill development is primarily accomplished by written and oral language.

APPENDIX C

Addresses of Vendors and Publishers

1. Academic Therapy Publications
   1539 Fourth Street
   San Rafael CA 94901

2. Adapt Press, Inc.
   808 West Avenue, North
   Sioux Falls SD 57104

3. Allyn & Bacon
   470 Atlantic Avenue
   Boston MA 02210

4. American Association on Mental Deficiency
   5201 Connecticut
   Washington DC 20015

5. American Book Company
   P. O. Box 747
   Tustin CA 92680

6. American Guidance Service
   Publication Building
   Circle Pines MN 55014

7. Arden Press
   P. O. Box 804
   El Monte CA 91734

8. Baleard & Tighe Company
   78114 S. California Avenue
   Whittier CA 90602

9. Beardsley School
   1001 Roberts Lane
   Bakersfield CA 93308

10. Bobbs-Merrill
    4300 West 62nd Street
    Indianapolis IN 46206

11. Cajon Valley Union School District
    P. O. Box 1007
    El Cajon CA 92022

12. Chula Vista City Schools
    P. O. Box 907
    Chula Vista CA 92012

13. Communication Research Association, Inc.
P. O. Box 11012
Salt Lake City UT 84111

14. Communication Skill Builders
817 East Broadway
P. O. Box 42050E
Tuscon AZ 85733

15. Consulting Psychologists
577 College Avenue
Palo Alto CA 94306

16. Counselar Recordings and Tests
Box 184 Acklen Station
Nashville TN 37212

17. CTB/McGraw Hill
Del Monte Research Park
Monterey CA 93940

18. Developmental Learning Materials
7440 Natchez Avenue
Niles IL 60648

19. Dormac, Inc.
P. O. Box 752
Beaverton OR 97005

20. Educational Performance Association
563 Westview Avenue
Ridgefield NJ 07657

21. Educational Test Bureau
Publication Building
Circle Pines MN 55014

22. Educators Publishing Service, Inc.
75 Moulton Street
Cambridge MA 02138

23. Folette Educational Corporation
1010 Washington Boulevard
Chicago IL 60067

24. Foreworks
7112 Teesdale Avenue
North Hollywood CA 91605

25. Greene and Stratton
111 Fifth Avenue
New York NY 10003

26. Guidance Association of Delaware
1526 Gilpin Avenue
Wilmington DE 19806

27. H. R. Haney
13745 Chandler Boulevard
Van Nuys CA 91401

28. Harcourt, Brace, Javanovich, Inc.
757 Third Avenue
New York NY 10017

29. Harcourt, Brace, and World, Inc.
757 Third Avenue
New York NY 10017

30. Harper & Row Publishers, Inc.
10 East 53rd Street
New York NY 10022

31. IDEAS
P. O. Box 741
Tempe AZ 85281

32. Interstate Printers and Publishers, Inc.
19-27 Jackson Street
Danville IL 61832

33. John Tracy Clinic
806 West Adams Boulevard
Los Angeles CA 90007

34. Ladoca Project Publishing Foundation
East 51st Avenue and Lincoln Street
Denver CO 80216

35. La Mesa-Spring Valley School District
4750 Date Avenue
La Mesa CA 92041

36. Learning Concepts
2501 North Lamar
Austin TX 78705

37. Learning Consultants, Inc.
7908 Convoy Court
San Diego CA 92111

38. Lingua Press
P. O. Box 293
Northridge CA 91324

39. Literacy Volunteers of America, Inc.
Room 623, Midtown Plaza
700 East Water Street
Syracuse NY 13210

40. Los Angeles County Department of Education
9300 East Imperial Highway
Downey CA 90242

41. Milton Bradley Company
Springfield IL 01101

42. Minneapolis Educational Test Bureau
Minneapolis MN

43. Modern Curriculum Press, Inc.
13900 Prospect Road
Cleveland OH 44136

44. Newby Visual Language, Inc.
Box 121 A
Eagleville PA 19408

45. Northwestern University
Evanston IL 60201

46. Novato Unified School District
1015 Seventh Street
Novato CA 94947

47. Phono Visual Products
P. O. Box 5625
Friendship Station
Washington DC 20016

48. Psychological Corporation
757 Third Avenue
New York NY 10017

49. Redwood Publishing Company
3860 South Higuera, Space 105
San Luis Obispo CA 93402

50. Research Press
2612 North Matthis Avenue
Champaign IL 61820

51. San Diego City Schools
4100 Normal Street
San Diego CA 92103

52. San Ysidro School District
4350 Otay Mesa Road
San Ysidro CA 92073

53. Science Research Association, Inc.
259 East Erie
Chicago IL 60611

54. Scott Foresman
1900 East Lake Avenue
Glenview IL 60025

55. Slosson Educational Publications, Inc.
140 Pine Street
East Aurora NY 14052

56. St. John's School for the Deaf
3680 South Kinnickinnis Avenue
Milwaukee WI 53207

57. State University of Iowa
Iowa City IA 52240

58. Teaching Resources
100 Boylston Street
Boston MA 02116

59. University of Chicago Press
11030 South Langley Avenue
Chicago IL 60628

60. University of Illinois Press
307 Engineering Hall
Urbana IL 61801

61. University of Minnesota Press
2037 University Avenue, S. E.
Minneapolis MN 55455

62. University Park Press
Chamber of Commerce Building
Baltimore MD 21202

63. University Press of Mississippi
Hattiesburg MS 39401

64. Western Psychological Services
12031 Wilshire Boulevard
Los Angeles CA 90025

65. Whitehurst Publishing Company, Inc.
Box 2
New Richmond WI 540177

66. Williams & Wilkins
428 E. Preston Street
Baltimore MD 21202

67. Wisconsin Department of Public Instruction
126 Langdon Street
Madison WI 53702

68. Word Making Productions
70 West Louise Avenue
Salt Lake City UT 84115

APPENDIX D

HANDBOOK EVALUATION

Project HAPI

Please evaluate Assessment + Intervention = IEP, A handbook on how to write an Individualized Education Program according to the rating scale below. Your input is requested since your reactions will provide the primary guide in improving and refining this second field test edition.

Rating Scale

1 = Not worth reporting
2 = Poor
3 = Fair
4 = Good
5 = Excellent

	1	2	3	4	5
1. Appropriateness of materials included for area of exceptionality					
2. Usefulness in selecting items (e.g. tests, strategies, materials) and organizing results in writing Individual Educational Program(s) (IEP's).					
3. Reliability of materials included.					
4. Practicality of materials included					
5. Availability of materials included					
6. Suitability to needs of students					
7. Usefulness to my style of assessment and intervention . . .					
8. Usefulness in designing inservice workshops to train teacher/specialists in writing effective IEP's and IIP's . . .					
9. Usefulness of sample (completed) IEP's					
10. Ease of use - physical layout					

Your comments are invited on all aspects of these handbooks, Would you indicate those items, sections, etc. which are:

Not Worth Including	Most Worthy of Including

Other Comments:

Name ____________________ District ____________________

Position: Elem. __________ Sec. __________ Itinerant __________

Resource/Spec. Class ______________________________

Audiocassettes have been developed specifically for each of the five handbooks, addressing the particular needs for the designated handicapped condition. Thus, the handbook, its accompanying audiocassette and training packet provide a self-instructional/self-monitoring component to the training.

In conjunction with these materials there exists a 60-minute, color video program with guide presented in a series of three parts, EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP

PART I AN INTRODUCTION TO THE IEP PROCESS

PART II ASSESSMENT PLANNING
THE FIRST-15-SCHOOL-DAY PERIOD

PART III ASSESSMENT + INTERVENTION = IEP
THE 35-SCHOOL-DAY PERIOD

This video program provides an overview of federal and state regulations concerned with the education for handicapped children. It addresses the role parents have in the multidisciplinary team in identification, assessment, program development, and special education placement. The series depicts a model for carrying out activities from initial identification of a child with special education needs through the writing of the IEP, concluding with the determination of special education programs and services. The television program relates directly to the systematic approach to IEP development and the sequential steps presented in each handbook.

This multimedia package is designed for use with parents, professionals, and paraprofessionals. It lends itself to a variety of instructional approaches and to a number of different audiences.

These materials and training, used in whole or in appropriate parts, provide the most complete, comprehensive and up-to-date training program for the development of IEPs existant in California. HAPI's training kit, using the mandated team approach, was designed specifically for use in the State of California and complies with both Public Law 94-142 and CAC Title 5 regulations.

PROJECT hapi

CONTACT:

Jean Chapman, Project Coordinator
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Project HAPI
San Diego County Department of Education
6401 Linda Vista Road
San Diego CA 92111
(714) 292-3719

PROJECT hapi

PROJECT HAPI

Handicapped Achievement Program Improvement

GENERAL OVERVIEW

Project HAPI validates the specific intent of federal Public Law 94-142-- "The Education for All Handicapped Children Act of 1975"--that each handicapped child shall have an Individualized Education Program (IEP) which meets his/her unique needs. HAPI provides training and materials to assist teachers in writing IEPs resulting in increased achievement of handicapped students. Essential to meeting this objective is HAPI's structured training process to prepare school personnel for planning and implementing IEPs in compliance with federal and state laws.

Three years of valid data (1977-80) show that the project students who received adequate and effective IEPs attained significant yearly gains. Overall gains in reading and mathematics for these handicapped students doubled and/or tripled. Additionally, an astounding 90-93 percent of these students reached their short-term objectives on schedule.

The chief vehicle for training is a specially written handbook, one specifically developed for each of the following designated areas of exceptionality:

- Severe Disorders of Language, Including Aphasia and Other Speech-Language Handicapped
- Educationally Handicapped
- Hearing Impaired
- Visually Impaired
- Trainable Mentally Retarded/Developmentally Handicapped

Each handbook, ASSESSMENT + INTERVENTION = IEP, A HANDBOOK ON HOW TO WRITE AN INDIVIDUALIZED EDUCATION PROGRAM, provides a resource for a practical assessment of skills, a compilation of intervention strategies and materials, a systematic approach to IEP development leading to the creation of an acceptable and effective individual program, and model IEPs. The format of the handbooks is open-ended, providing for the addition of new materials as they become available.

The handbooks are specifically intended for use in HAPI's training program. They serve as guides and are the basic materials needed. In addition to the handbooks, the project staff has developed a training packet of materials which provide important information and supplemental support for the training activities. Mandated report and IEP forms are offered in English and Spanish.

- over -

BOOK I

SDL
July 16, 1979

AUDIO CASSETTE

FIRST TRAINING SEGMENT (7-9½ MINUTES)

THIS RESOURCE HANDBOOK: ASSESSMENT + INTERVENTION = IEP, A HANDBOOK ON HOW TO WRITE AN INDIVIDUALIZED EDUCATION PROGRAM FOR SEVERE DISORDERS OF LANGUAGE, INCLUDING APHASIA AND OTHER SPEECH-LANGUAGE HANDICAPPED (COMMUNICATION DISORDERS), IS DESIGNED FOR USE BY SCHOOL DISTRICT PERSONNEL.

IT'S OBJECTIVE IS TO PROVIDE A GUIDE FOR ASSESSMENT AND PLACEMENT COMMITTEES TO FOLLOW IN FULFILLING THEIR RESPONSIBILITIES IN COMPLIANCE WITH THE FEDERAL AND STATE LEGISLATION FOR DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN.

THE TAPE HAS BEEN PREPARED TO PERMIT THE HANDBOOK AND ACCOMPANYING MATERIALS TO SERVE AS A SELF-INSTRUCTIONAL PACKAGE. PARTICIPANTS ARE ENCOURAGED TO USE THE HANDBOOKS AS A WORKBOOK AND AS AN OPEN-ENDED RESOURCE BOOK, ADDING NOTES AND MATERIALS THAT ARE APPROPRIATE AND CURRENT.

THE TAPE TO BE USED EFFECTIVELY SHOULD BE USED SIMULTANEOUSLY WITH THE HANDBOOKS. THE TRAINEE MAY FIND IT HELPFUL TO STOP THE TAPE TO PERMIT CLOSER STUDY OF THE HANDBOOK OR PROVIDE TIME TO WRITE NOTES IN THE HANDBOOK ITSELF.

THIS HANDBOOK IS DIVIDED INTO FOUR MAJOR SECTIONS AND ORGANIZED IN SUCH A WAY AS TO BE OF PRACTICAL VALUE TO LOCAL SCHOOL ASSESSMENT TEAMS. IT IS ESSENTIAL THAT THE TEAM MEMBERS BECOME VERY FAMILIAR WITH THE FORMAT AND THE CONTENT OF THE HANDBOOK. THE HANDBOOK ACTUALLY IS NOT OFFERED AS A "COOKBOOK" APPROACH TO IEP DEVELOPMENT BUT RATHER A FRAMEWORK WITH RESOURCE SECTIONS WHICH CAN BE ADAPTED TO A SCHOOL DISTRICT'S NEEDS. HOLES HAVE BEEN PUNCHED IN ALL PAGES SO THAT WHILE THE HANDBOOK MAY BE

USED AS IT IS, IT MAY ALSO BE PLACED IN A LOOSE-LEAF BINDER SO THAT PAGES MAY BE REMOVED FOR INDIVIDUAL USE AND SO A LOCAL SCHOOL SYSTEM WILL BE ABLE TO MAKE ADDITIONS RELEVANT TO ITS OWN SITUATION. SUCH ADDITIONS, FOR EXAMPLE, MIGHT INCLUDE CHANGES IN TIMELINES, CRITERIA FOR ELIGIBILITY, DUE PROCESS PROCEDURES APPROPRIATE FOR MASTER PLAN OR NON-MASTER PLAN DISTRICTS, FORMS RECOMMENDED BY THE LOCAL SYSTEM, ADDITIONAL ASSESSMENT TOOLS, AND PERSONAL COMMENTS AND NOTES.

DURING THE INITIAL READING OF THE HANDBOOK, MANY READERS HAVE FOUND IT HELPFUL TO INSERT LABELED DIVIDERS DESIGNATING PARTICULAR SECTIONS LISTED IN THE TABLE OF CONTENTS FOUND ON (PAGE V) IN THE HANDBOOK. A SET OF SUCH DIVIDERS HAS BEEN PROVIDED FOR EACH HANDBOOK AND IS TO BE INSERTED AT THE CONCLUSION OF THIS SEGMENT OF TRAINING. THE INTRODUCTION FOUND ON PAGES 1 AND 2 GIVES AN OVERVIEW OF THE HANDBOOK'S PURPOSE AND ORGANIZATION.

PART I OF THE HANDBOOK PRESENTS A SYSTEMATIC APPROACH TO IEP DEVELOPMENT BEGINNING ON PAGE 3. THIS ENCOMPASSES WHAT AN IEP INCLUDES WITH AN EXPLANATION OF NUMBERED COMPONENTS WHICH CORRESPOND TO THE SAME NUMBERS LABELED ON AN IEP FORM FOUND ON PAGE 13. SEQUENTIAL STEPS IN IEP DEVELOPMENT FOLLOW ON PAGE 15. A PROPOSED GUIDE WHICH FOLLOWS TIMELINES SET OUT IN FEDERAL AND STATE LAWS MOVES STEP-BY-STEP THROUGH THE IEP PROCESS. THESE STEPS, WITH SUGGESTED STRATEGIES AND RECORD FORMS, MOVE SEQUENTIALLY FROM INITIAL IDENTIFICATION TO THE IMPLEMENTATION OF THE IEP. A FICTITIOUS INDIVIDUAL, JOHN PAULS, IS DOCUMENTED THROUGH EACH STEP TO A COMPLETED IEP RESULTING IN PLACEMENT.

PART II OF THE HANDBOOK—ASSESSMENT—CONTAINS TWO MATRICES AND A SECTION OF UNPUBLISHED/INFORMAL ASSESSMENT TOOLS. MATRIX A, PAGE 99, LISTS ALPHABETICALLY ASSESSMENT TOOLS APPROPRIATE FOR EVALUATING THOSE AREAS OF BEHAVIOR AND FUNCTION WHICH MUST BE ASSESSED AS PRESCRIBED BY LAW. THE SECOND MATRIX LISTS THE SAME TESTS GIVING THE KINDS OF INFORMATION REQUIRED FOR PREPARING AN ASSESSMENT PLAN—A PLAN (WHICH REQUIRES PARENTAL WRITTEN CONSENT) WHICH MUST BE DELIVERED TO THE PARENT WITHIN

15 SCHOOL DAYS AFTER A REFERRAL HAS BEEN MADE. THE UNPUBLISHED/INFORMAL ASSESSMENT TOOLS ARE DESCRIBED ON PAGE 135 AND LISTED ALPHABETICALLY ON PAGES 137 AND 138. THESE ITEMS MAY BE REMOVED FROM THE HANDBOOK FOR USE. THEY WERE INCLUDED FOR THE SPECIFIC PURPOSE OF PROVIDING ASSESSMENT ITEMS IN SCHOOLS WHERE ASSESSMENT TEAM MEMBERS HAVE A LIMITED SELECTION OF TESTS.

PART III OF THE HANDBOOK—INTERVENTION—BEGINNING ON PAGE 245 PROVIDES A MATRIX OF COMMERCIALLY PREPARED INSTRUCTIONAL MATERIALS REFLECTING THE MOST RECENT NEEDS IN SPECIAL EDUCATION, SPECIFICALLY THE IMPLEMENTATION OF PL 94-142. FOLLOWING THE MATRIX ON PAGE 263 A COLLECTION OF SAMPLE RESOURCES OF UNPUBLISHED INSTRUCTIONAL TECHNIQUES AND MATERIALS IS PROVIDED.

THE FOURTH MAJOR SECTION OF THE HANDBOOK—THE APPENDICES—BEGINNING ON PAGE 331, OFFERS MODEL IEP'S. A MATRIX ON PAGES 345 and 346 GIVES THE REQUIRED COMPOSITION FOR MEMBERS OF VARIOUS E&P TEAMS. CURRENT INFORMATIONAL MATERIALS, ADDRESSES FOR VENDORS AND PUBLISHERS, AND A HANDBOOK EVALUATION TO BE COMPLETED BY THE READER AFTER COMPLETING THE PROJECT HAPI TRAINING ARE ALSO A PART OF THE APPENDICES.

AT THIS POINT IT IS RECOMMENDED THAT TRAINEES FIRST READ AND FAMILIARIZE THEMSELVES WITH THE CONTENTS OF THE ENTIRE HANDBOOK. IF TWO OR MORE PERSONS ARE TRAINING TOGETHER, AFTER THE HANDBOOK HAS BEEN READ, A DISCUSSION OF TEAM ROLES AND RESPONSIBILITIES IS ENCOURAGED BEFORE PROCEEDING WITH THE NEXT SECTION OF THIS TAPE. THE NEXT SECTION WILL TAKE THE COMMITTEE STEP-BY-STEP THROUGH THE IEP PROCESS FROM THE POINT OF INITIAL IDENTIFICATION THROUGH THE WRITING OF THE IEP WHICH MAY RESULT IN AN INITIAL PLACEMENT, A CONTINUATION OF PROGRAM, AN ALTERATION IN PROGRAM, OR A REASSIGNMENT. AT CERTAIN POINTS THROUGH THE TRAINING, TRAINEES WILL BE INSTRUCTED TO COMPLETE PARTICULAR ASSIGNMENTS AND RECORDS BEFORE PROCEEDING FURTHER WITH THE AUDIO TAPED ACTIVITIES. THIS IS INTENDED TO GIVE CLARITY AND CONTINUITY TO THE PROCESS.

AFTER THE READING OF THE HANDBOOKS HAS BEEN COMPLETED AND THE HANDBOOK DIVIDERS HAVE BEEN APPROPRIATELY PLACED, CONTINUE WITH THE AUDIO TAPE THROUGH THE NEXT STEP IN TRAINING. THIS COMPLETES THE FIRST SEGMENT OF THE TRAINING.

SDL
JULY, 1979

SEGMENT II

THE SECOND PORTION OF TRAINING ASSUMES A GOOD UNDERSTANDING OF THE ORGANIZATION OF THE HANDBOOK AND ITS CONTENTS. THE TRAINEE SHOULD BE ENCOURAGED AT ANY TIME TO STOP THE TAPE FOR PURPOSES OF LOCATING PARTICULAR ITEMS, REFERRING TO OTHER MATERIALS, TAKING NOTES, COMPLETING DIRECTIONS OR PERHAPS TO PERMIT A SECOND LISTENING TO A PARTICULAR PORTION OF THE TAPE.

THE IEP MAY WELL BE THE SINGLE MOST IMPORTANT PROVISION IN PL 94-142, SINCE IT IS THE CHILD'S WRITTEN IEP WHICH WILL ULTIMATELY DETERMINE WHETHER OR NOT THE STUDENT'S EDUCATION IS APPROPRIATE AND ADEQUATE.

THE DEVELOPMENT OF AN APPROPRIATE AND EFFECTIVE IEP DOES NOT OCCUR BY CHANCE OR BY ACCIDENT. IT IS NOT BASED SOLELY ON A SINGLE ASSESSMENT TOOL NOR ON ONE PERSON'S INTERPRETATION—BUT RATHER EVOLVES ACCORDING TO CERTAIN PROCEDURES SET OUT IN PL 94-142 AND THE STATE TITLE 5 REGULATIONS AND LOCAL EDUCATION AGENCY POLICIES.

BEFORE AN IEP CAN BE DEVELOPED, IT IS NECESSARY TO UNDERSTAND WHAT SUCH A WRITTEN PROGRAM INCLUDES. IT WOULD BE HELPFUL TO THE TRAINEE TO REMOVE THE BLANK IEP FORM FROM THE HANDBOOK NOW. THIS IS FOUND ON PAGES 13, 13a, AND 13b. NOW TURN TO PAGE 7 OF THE HANDBOOK WHERE THE COMPONENTS OF THE IEP AS REQUIRED BY LAW ARE LISTED. FOLLOWING ON PAGE 8 THESE SAME COMPONENTS HAVE BEEN DELINEATED TO PROVIDE A GUIDE THAT FLOWS WELL IN WRITING THE IEP. ALL OF THESE CAN BE FOUND ON THE PROJECT HAPI IEP FORM. THIS FORM IS OFFERED AS AN EXAMPLE WHICH INCLUDES ONLY THE INFORMATION REQUIRED BY LAW. LOCAL SCHOOL DISTRICTS MAY FIND THAT ADDITIONAL DATA FOR DISTRICT PURPOSES IS NEEDED OR THAT ANOTHER FORMAT IS BETTER SUITED TO ITS NEEDS THAN THE ONE FOUND IN THE HANDBOOK. IT SHOULD BE NOTED THAT EVERY COMPONENT ON PAGES 7 AND 8 IS FOUND ON THE HAPI IEP FORM AND EACH ITEM REQUIRES A RESPONSE. IN ORDER TO CLARIFY THE COMPONENTS, EACH IS DEFINED ON PAGES 9 THROUGH 12. THE TASK NOW WILL BE TO LOCATE EACH OF THESE COMPONENTS WHICH HAVE BEEN DEFINED, AND IDENTIFY THE CORRESPONDING NUMBER ON THE IEP FORM, WHICH YOU HAVE REMOVED FROM THE HANDBOOK AND HAVE IN FRONT OF YOU. THIS FORM WILL SERVE AS A FUTURE REFERENCE IN DETERMINING WHETHER ALL DATA HAS BEEN GATHERED AND WHETHER THE ASSESSMENT HAS BEEN COMPLETE ENOUGH TO PERMIT THE DETERMINATIONS THE ASSESSMENT TEAM AND IEP COMMITTEE MUST MAKE.

WHAT DOES AN IEP INCLUDE?

#1 PERSONALLY IDENTIFIABLE INFORMATION
WITH A COLORED PEN OR PENCIL CIRCLE ALL THE NUMBER ONES IN THE UPPER LEFT-HAND PORTION OF THE IEP FORM. THIS DATA MUST BE ACCURATE AND LEGIBLE. IT INCLUDES THE NAME, BIRTHDATE, SEX, GRADE LEVEL, NUMBER OF YEARS ENROLLED IN SCHOOL, AND A PERSONAL IDENTIFIER WHICH MAY BE A SOCIAL SECURITY NUMBER, A STUDENT NUMBER, OR A DESCRIPTION OF PHYSICAL CHARACTERISTICS.

#2 DATES OF INITIATION, ALTERATION AND DURATION OF SPECIAL EDUCATION
THIS INFORMATION IS LOCATED IN THE SAME BOX AT THE TOP LEFT CORNER. THIS INCLUDES DATES OF INITIAL ENROLLMENT IN SPECIAL EDUCATION AND PROJECTED DURATION OF SPECIAL EDUCATION. THE PROJECTED DATE OF PLACEMENT MUST BE SPECIFIED WHEN THE APPROPRIATE PLACEMENT CANNOT BE MADE WITHIN 20 SCHOOL DAYS. IN THAT CASE THE REASON FOR DELAY AND PROJECTED DATE OF PLACEMENT SHALL BE STATED IN THE IEP. IN ADDITION TO THE PROJECTED DATE, A STATEMENT MUST BE WRITTEN GIVING THE REASON FOR THE DELAY. YOU'LL FIND SPACE PROVIDED FOR THIS STATEMENT IN LOWER LEFT-HAND COLUMN ON PAGE 1 OF THE IEP FORM. BE SURE ALL NUMBER TWOS HAVE BEEN LOCATED AND CIRCLED.

#3 CAREER/VOCATIONAL EDUCATION PROGRAM
THE REQUIREMENT RULE FOR THIS KIND OF A PROGRAM APPLIES AT ALL GRADE LEVELS. IT IS ASSIGNED A HIGH PRIORITY FOR THE SECONDARY LEVEL. THIS #3 ITEM IS ALSO FOUND IN THE UPPER LEFT-HAND BOX ON PAGE 1. AN EXPLANATION OF THE DETERMINATION FOR THIS PROGRAM SHOULD BE INCLUDED IN THE

RATIONALE FOR PLACEMENT FOUND UNDER THE HEADING "RATIONALE FOR LEAST RESTRICTIVE ENVIRONMENT" NUMBERED 9f ON PAGE 1 IN THE LOWER RIGHT-HAND COLUMN.

#4 THE APPROPRIATE PHYSICAL EDUCATION PROGRAM

CIRCLE THE #4 WHICH IS FOUND IN THE SAME BOX ON PAGE 1, LABELED PHYSICAL EDUCATION PROGRAM. THE APPROPRIATE PHYSICAL EDUCATION PROGRAM MUST BE DESIGNATED SUCH AS A REGULAR PHYSICAL EDUCATION PROGRAM FOR NONHANDICAPPED OR WHETHER ADAPTIVE REMEDIAL OR ANOTHER SPECIAL PHYSICAL EDUCATION PROGRAM MUST BE PROVIDED. PL 94-142 MANDATES THAT AN APPROPRIATE PHYSICAL EDUCATION PROGRAM SHALL BE PROVIDED WHEREIN THE HANDICAPPED INDIVIDUAL PARTICIPATES COMMENSURATE WITH HIS ABILITIES. AN EXPLANATION FOR THE P.E. DETERMINATION SHOULD ALSO BE INCLUDED UNDER THE RATIONALE FOR LEAST RESTRICTIVE ENVIRONMENT.

#5 EXTENT OF REGULAR CLASS PLACEMENT

CIRCLE #5. THIS APPEARS IN THE SAME SECTION OF THE INFORMATION DATA BOX. THIS COMPONENT IS REFERRED TO AS THE LEAST RESTRICTIVE ENVIRONMENT AND REFERS TO THE PERCENTAGE OF TIME THE STUDENT SPENDS ON A WEEKLY BASIS IN A REGULAR CLASS. A FULL EXPLANATION OF THE LEAST RESTRICTIVE ENVIRONMENT RATIONALE IS INCLUDED IN THE DESCRIPTION IN THE RATIONALE FOR PLACEMENT AT THE BOTTOM OF THE RIGHT-HAND COLUMN ON PAGE 1.

#6 DOMINANT LANGUAGE OF HOME AND PUPIL

THIS IS RECORDED ON PAGE 1 IN THE UPPER RIGHT-HAND COLUMN. CIRCLE #6 HERE. THERE IS OTHER INFORMATION CONCERNING THE PARENTS, THE ADDRESS AND SCHOOL DISTRICT OF RESIDENCE WHICH MUST BE COMPLETED. USUALLY THESE ITEMS ARE COMPLETED PRIOR TO THE IEP COMMITTEE MEETING. THE DOMINANT LANGUAGE OF HOME AND PUPIL MUST BE STATED IN THE IEP. HOW THE DETERMINATION IS MADE OF THE DOMINANT LANGUAGE FOR THE CHILD, WHETHER IT IS BY OBSERVATION, BY TEST, OR PARENT REPORT, MUST BE RECORDED IN THE IEP IN THE APPROPRIATE SPACES. OTHER THAN PERSONAL DATA, THE REMAINING INFORMATION WILL BE ESTABLISHED IN COMMITTEE AS A RESULT OF ASSESSMENT, REVIEW OF RECORDS, PARENT INTERVIEW, AND OBSERVATION.

#7 PRESENT LEVELS OF FUNCTION

SEVEN AREAS MUST BE ASSESSED UNLESS IT HAS BEEN DETERMINED BY PREVIOUS PERFORMANCE THAT FUNCTION IS AGE APPROPRIATE. THIS ASSESSMENT MUST BE COMPLETED WITHIN 35 SCHOOL DAYS FROM THE DATE OF RECEIPT OF WRITTEN PARENTAL CONSENT TO ASSESS. THE PURPOSE OF THE TESTING IS TO ESTABLISH THE STUDENT'S LEVELS OF FUNCTIONING AND HIS OR HER STRENGTHS, WEAKNESSES AND NEEDS. THESE AREAS ARE LISTED IN THE LEFT COLUMN ON PAGE 1. INDICATE THIS AREA BY ENCIRCLING #7. THESE AREAS ARE (A) COMMUNICATION/ LANGUAGE, (B) ACADEMICS, (C) SOCIAL ADAPTATION/EMOTIONAL DEVELOPMENT, (D) PSYCHOMOTOR, (E) PREVOCATION/VOCATIONAL SKILLS, (F) SELF-HELP SKILLS AND (G) LEARNING STYLE INCLUDING (H) LEARNING APPROACH. AGE APPROPRIATE SHOULD BE WRITTEN NEXT TO ANY ITEM FOR WHICH SPECIAL EDUCATION IS NOT INDICATED. FOR A SPECIFIC LEARNING DISABILITY WHICH INCLUDES APHASIA AS DEFINED IN THE FEDERAL REGISTER, CERTAIN ADDITIONAL INFORMATION IS REQUIRED, INCLUDING FURTHER ASSESSMENT OF ACADEMIC AND LANGUAGE AREAS, A CLASSROOM OBSERVATION OF THE INDIVIDUAL BY A PERSON OTHER THAN HIS REGULAR CLASS TEACHER, A WRITTEN REPORT—THE PSYCHO-EDUCATIONAL STUDY— AND A SUMMARY OF DEVELOPMENTAL AND EDUCATIONAL HISTORY. THESE TOPICS WILL BE DISCUSSED LATER IN THE TRAINING.

#8 HEALTH STATUS

CIRCLE #8. THIS ITEM IS FOUND IN THE LOWER LEFT COLUMN ON THE FIRST PAGE. ASSESSMENT INCLUDES ALL AREAS RELATED TO THE SUSPECTED DISABILITY INCLUDING, WHEN APPROPRIATE, HEALTH, VISION AND HEARING AS DETERMINED BY A LICENSED NURSE OR A PHYSICIAN. YOU WILL FIND A MATRIX IN APPENDIX B, PAGES 345-347 LISTING WHEN A LICENSED PHYSICIAN'S STATEMENT IS REQUIRED. IT IS NOT A REQUIREMENT FOR ALL HANDICAPPED CHILDREN.

#9 RATIONALE FOR PLACEMENT.

CIRCLE #9. IT IS FOUND ON PAGE 1 IN THE RIGHT-HAND COLUMN. JUSTIFICATION FOR SPECIAL EDUCATION IS BASED UPON ADEQUATE ASSESSMENT, OBSERVATION AND INFORMATION GATHERED FROM PARENTS, SCHOOL RECORDS, AND MEMBER OF THE ASSESSMENT COMMITTEE. THIS JUSTIFICATION WHICH IS A RATIONALE, MUST REFLECT ALL AREAS OF NEED IN THE MULTIDISCIPLINARY ASSESSMENT AND MUST

BE DEVELOPED FOR THE INDIVIDUAL STUDENT BY THE COMMITTEE ON THE BASIS OF IDENTIFIED NEEDS.

INCLUDED IN THIS RATIONALE IS A STATEMENT OF A FUNCTIONAL DESCRIPTION OF THE HANDICAP. CIRCLE THE (A). THIS DESCRIPTION INCLUDES THE EDUCATIONAL NEEDS ON A PRIORITY BASIS IN UNDERSTANDABLE LANGUAGE. IT LITERALLY ANSWERS "WHAT'S HIS PROBLEM?"

(B) SPECIFIC SPECIAL EDUCATION TO BE PROVIDED MUST BE A STATEMENT LISTING ALL SPECIAL EDUCATION PROVISIONS WHICH WILL PERMIT THE ACCOMPLISHMENT OF THE GOALS AND OBJECTIVES. THE CAREER AND VOCATIONAL PROGRAM IN WHICH THE PUPIL MAY PARTICIPATE IS WRITTEN. VOCATIONAL GOALS ARE ASSIGNED A HIGH PRIORITY AT THE SECONDARY LEVEL. FOR AN INDIVIDUAL WHOSE HANDICAP IS DESIGNATED AS A BEHAVIORAL DISORDER, THE IEP MUST INCLUDE RECOMMENDATIONS FOR AMELIORATION OF BEHAVIOR WHICH INTERFERS WITH LEARNING. IT IS HERE THAT THE SPECIFIC SPECIAL EDUCATION PROGRAM TO BE PROVIDED MUST BE RECORDED.

(C) RELATED SERVICES MEANS TRANSPORTATION AND SUCH DEVELOPMENTAL CORRECTIVE AND OTHER SUPPORTIVE SERVICES AS REQUIRED TO ASSIST AN INDIVIDUAL TO BENEFIT FROM SPECIAL EDUCATION. THIS INCLUDES SPEECH PATHOLOGY AND AUDIOLOGY, PSYCHOLOGICAL SERVICES, PHYSICAL AND OCCUPATIONAL THERAPY, EARLY IDENTIFICATION, AND ASSESSMENT OF DISABILITIES IN CHILDREN, COUNSELING SERVICES, AND MEDICAL SERVICES FOR DIAGNOSTIC OR EVALUATION PURPOSES. ACCORDING TO THE TITLE 5 REGULATIONS, IT ALSO INCLUDES SCHOOL HEALTH SERVICES, SOCIAL WORK SERVICES IN SCHOOL, AND PARENT COUNSELING AND TRAINING. IT SHOULD BE NOTED THAT LANGUAGE, SPEECH AND HEARING THERAPY BECOMES A RELATED SERVICE WHEN AN INDIVIDUAL WITH SPECIAL NEEDS HAS A SPECIAL CLASS PLACEMENT. WHEN THIS THERAPY IS THE ONLY SPECIAL EDUCATION REQUIRED, SUCH SERVICES ARE RECORDED AS THE SPECIFIC SPECIAL EDUCATION PROGRAM. IN THE EVENT THAT A YOUNGSTER IN A SPECIAL CLASS PROGRAM IS ALSO RECEIVING LANGUAGE/SPEECH THERAPY, THE LANGUAGE/SPEECH OBJECTIVES BECOME A PART OF THE TOTAL IEP AND THE RESPONSIBILITY OF ESTABLISHING THEM LIES WITH THE LANGUAGE/SPEECH SPECIALIST. IN NO CASE

DOES ONE CHILD HAVE TWO SEPARATE IEP'S. WE CAN SAY, "ONE CHILD, ONE IEP" REGARDLESS OF THE NUMBER OF RELATED SERVICES REQUIRED.

(D) SPECIAL MATERIALS AND EQUIPMENT TO BE PROVIDED ALSO FOLLOWS UNDER THE RATIONALE FOR PLACEMENT. THE SPECIAL EQUIPMENT OR INSTRUCTIONAL MEDIA THAT IS RECORDED HERE MUST BE PROVIDED BY THE DISTRICT.

NEXT, (E) PROVISIONS FOR POSSIBLE TRANSITION INTO REGULAR CLASSROOM PROGRAM REQUIRES A STATEMENT PROVIDING FLEXIBILITY SO THAT POSSIBLE TRANSITION INTO THE REGULAR CLASS PROGRAM, IF THE INDIVIDUAL IS TO BE TRANSFERRED FROM A SPECIAL DAY CLASS OR CENTER OR NONPUBLIC SCHOOL INTO A REGULAR CLASS IN A PUBLIC SCHOOL, CAN BE ACCOMPLISHED.

AND LAST, (F) RATIONALE FOR LEAST RESTRICTIVE ENVIRONMENT REQUIRES A STATEMENT JUSTIFYING THE SPECIAL EDUCATION PLACEMENT IN BOTH ACADEMIC AND NONACADEMIC AREAS TO INSURE FULL EDUCATIONAL OPPORTUNITY FOR THE HANDICAPPED INDIVIDUAL WITH NONHANDICAPPED STUDENTS. IT IS IMPORTANT TO KNOW THAT SECTION 504 OF THE REHABILITATION ACT OF 1973 REQUIRES THAT PROVISIONS FOR BUILDING SITES AND FUNCTIONS BE AVAILABLE TO THE HANDICAPPED SO THEY MAY PARTICIPATE IN SCHOOL ACTIVITIES.

ON PAGE 13a—THE SECOND PAGE OF THE IEP, CIRCLE #10, SECONDARY LEVEL GRADUATION REQUIREMENTS.

IT IS REQUIRED THAT THE GRADUATION REQUIREMENTS ESTABLISHED BY DISTRICT POLICY WHICH MAY INCLUDE ANY ALTERNATIVE MEANS AND MODES NECESSARY FOR THE INDIVIDUAL TO COMPLETE THE DISTRICT'S PRESCRIBED COURSE OF STUDY, AND MEET OR EXCEED PROFICIENCY STANDARDS FOR GRADUATION, MUST BE DOCUMENTED IN THE IEP. SUCH A STATEMENT IS TO BE RECORDED ON PAGE 2 IN THE RIGHT-HAND COLUMN.

#11 AND #12 ARE FOUND ON PAGE 13b -

STATEMENT OF ANNUAL GOALS INCLUDING SHORT-TERM INSTRUCTIONAL OBJECTIVES ARE RECORDED ON THE THIRD PAGE OF THE IEP FORM. IN THE CASE OF A

LIMITED-ENGLISH-SPEAKING OR A NON-ENGLISH-SPEAKING INDIVIDUAL, THE IEP SHOULD PROVIDE FOR LINGUISTICALLY APPROPRIATE GOALS, OBJECTIVES PROGRAM AND SERVICES.

NOW CIRCLE #11 ON THE THIRD PAGE. THE ANNUAL GOALS ARE GENERAL EDUCATIONAL AIMS DETERMINED BY THE ASSESSMENT COMMITTEE WHICH INCLUDES THE PARENTS AT THE E&P COMMITTEE MEETING. GOALS ARE GENERAL, NOT SPECIFIC, IN TERMS OF THE TASK OR ACTIVITY. THEY ARE NOT TIME-REFERENCED AND DO NOT SPECIFY PROFICIENCY LEVELS. IT IS RECOMMENDED THAT COPIES OF THE ASSESSMENT ANALYSIS, AS DESCRIBED LATER IN THE HANDBOOK, OR ANOTHER FORM APPROPRIATE FOR A SCHOOL DISTRICT WHICH PROVIDES DESCRIPTIVE EVIDENCE OF ASSESSMENT INFORMATION AND PROVIDES THE BASIS FOR GOALS, BE ATTACHED TO THE IEP. CERTAINLY THIS ANALYSIS SHOULD BE AVAILABLE AT THE E&P COMMITTEE MEETING FOR CONSIDERATION BY THE ASSESSMENT TEAM AND PARTICULARLY FOR THE PARENT'S INFORMATION WHEN THE IEP IS WRITTEN.

NOW CIRCLE #12 ON THE THIRD PAGE OF THE IEP. THE SHORT-TERM INSTRUCTIONAL OBJECTIVES ARE DETERMINED BY THE IEP COMMITTEE AND ARE BASED ON ASSESSMENT AND ALL INFORMATION BROUGHT TO THE COMMITTEE. OBJECTIVES ARE WRITTEN IN A DEFINITIVE MANNER. EACH OBJECTIVE MUST STATE:

(1) A SPECIFIC OBSERVABLE BEHAVIOR;
(2) UNDER WHAT CONDITIONS THE TASKS SHALL BE ACCOMPLISHED: AND
(3) WITHIN WHAT TIME, WITH WHAT DEGREE OF ACCURACY AND/OR AT WHAT LEVELS OF PROFICIENCY THE OBJECTIVES ARE TO BE MET.

NUMBER 13 ON THE SAME PAGE. EVALUATION CRITERIA AND PROCEDURES ARE RECORDED IN THE RIGHT-HAND COLUMN ON THIS PAGE. THIS IS AN IMPORTANT PART OF THE IEP SINCE IT DOCUMENTS WHEN AN OBJECTIVE HAS BEEN ESTABLISHED, ACHIEVED, REVIEWED, REVISED, AND THAT THE PARENT HAS BEEN INFORMED. A REVIEW OF THE IEP AT LEAST ANNUALLY IS REQUIRED BY THE LAW. SUCH A REVIEW DOES NOT NECESSARILY INDICATE A FULL REASSESSMENT, RATHER IT PROVIDES AN OPPORTUNITY TO MONITOR THE PROGRESS OF THE STUDENT. A FULL ASSESSMENT IS REQUIRED:

(1) PRIOR TO INITIAL PLACEMENT:
(2) BEFORE PLACEMENT CHANGE, INCLUDING ADDITIONS AND DELETIONS WITHIN THE SPECIAL EDUCATION PROGRAM;
(3) UPON TRANSFERRING TO REGULAR CLASSROOM EDUCATION;
(4) UPON REQUEST BY A TEACHER OR PARENT; AND
(5) AT LEAST EVERY THREE YEARS IF THE HANDICAPPED INDIVIDUAL REMAINS IN SPECIAL EDUCATION

NUMBER 14,ON THIS SAME PAGE,DOCUMENTS PERSONS RESPONSIBLE FOR IMPLEMENTING THE GOALS AND OBJECTIVES OF THE IEP.

THE PERSON NAMED IN EACH SHORT-TERM INSTRUCTIONAL OBJECTIVE IS RESPONSIBLE FOR IMPLEMENTING THAT OBJECTIVE. THIS IS DOCUMENTED AT THE CONCLUSION OF EACH INSTRUCTIONAL OBJECTIVE.

NOW TURN BACK TO THE SECOND PAGE OF THE IEP. LOCATE #15 AND CIRCLE IT. DETERMINATION OF EXTENDED SCHOOL SERVICES WHEN NEEDED MUST BE DOCUMENTED. SPACE FOR THIS STATEMENT HAS BEEN PROVIDED ON PAGE 2 IN THE CENTER RIGHT-HAND COLUMN. THIS DETERMINATION IS MADE BY THE ASSESSMENT TEAM IN IEP COMMITTEE MEETING.

NUMBER 16. IEP COMMITTEE MEMBERS MUST BE LISTED WITH EACH SIGNATURE (AS PRESCRIBED BY LAW) ACCORDING TO THE SPECIAL CLASS PLACEMENT WHICH IS DETERMINED BY THE GOALS AND OBJECTIVES OF THE IEP. THE PERSON CHARGED AS COMMITTEE COORDINATOR, MUST BE DESIGNATED ON THE SIGNATURE PAGE. COMMITTEE MEMBERS WILL VARY WITH DIFFERENT EDUCATIONAL PLACEMENT. PLEASE REFER TO APPENDIX B FOR FURTHER INFORMATION REGARDING COMMITTEE COMPOSITION. THE LANGUAGE, SPEECH, AND HEARING SPECIALIST WHO HAS EXAMINED THE CHILD MUST SERVE ON THE IEP COMMITTEE. WHEN AN EDUCATIONALLY HANDICAPPED PLACEMENT IS TO BE CONSIDERED, A CREDENTIALED SCHOOL PSYCHOLOGIST WHO HAS PERSONALLY EXAMINED THE INDIVIDUAL, OR ONE WHO CAN UTILIZE RECENT, RELIABLE INFORMATION FROM REPORTS OF ANOTHER CREDENTIALED SCHOOL PSYCHOLOGIST OR LICENSED PSYCHOLOGIST, IS A MANDATED COMMITTEE MEMBER.

WHEN A PLACEMENT FOR SEVERE DISORDERS OF LANGUAGE, INCLUDING APHASIA, IS BEING CONSIDERED, BOTH THE LANGUAGE/SPEECH SPECIALIST AND A CREDENTIALED SCHOOL PSYCHOLOGIST MUST DETERMINE THAT THE STUDENT DEMONSTRATES A SEVERE DISORDER OF LANGUAGE IN AT LEAST TWO OF FIVE AREAS OF LANGUAGE DEVELOPMENT: PHONOLOGY, MORPHOLOGY, SYNTAX, SEMANTICS, AND PRAGMATICS. BOTH THESE INDIVIDUALS ARE, THEREFORE, MEMBERS OF THE IEP COMMITTEE.

WHEN THE SPECIAL EDUCATION PLACEMENT IS FOR OTHER LANGUAGE/SPEECH HANDICAPPED WHERE THE PRIMARY HANDICAP IS, FOR EXAMPLE, DYSFLUENCY OR ARTICULATION, THE LANGUAGE/SPEECH SPECIALIST WHO HAS EXAMINED THE CHILD BECOMES A TEAM MEMBER BUT NO PSYCHOLOGIST IS REQUIRED ON THE TEAM. WHERE THE PRIMARY HANDICAP IS A SEVERE ARTICULATION DISORDER, THE LANGUAGE/ SPEECH SPECIALIST, IN COMPLYING WITH THE MULTISOURCE ASSESSMENT REQUIREMENT MIGHT USE (1) A STANDARDIZED TEST OF ARTICULATION, AND (2) A RECORDED SPONTANEOUS LANGUAGE SAMPLE.

THE DATE SIGNATURE OF PARTICIPATING COMMITTEE MEMBER MUST APPEAR ON THE IEP. THE SIGNATURE PAGE IS FOUND ON PAGE 2.

NUMBER 17 RIGHTS AND PROTECTION DOCUMENTED.
THIS STATEMENT IS ALSO FOUND ON THE SECOND PAGE OF THE IEP IN THE LOWER RIGHT-HAND COLUMN. ALL PARENTS OR GUARDIANS OF STUDENTS FOR WHOM AN IEP IS WRITTEN MUST RECEIVE A WRITTEN NOTICE OF THEIR RIGHTS AND PROTECTIONS INCLUDING THE RIGHT TO A FAIR HEARING. SIGNATURE AT THIS POINT DOCUMENTS SUCH RECEIPT AND FURTHER DOCUMENTS THAT THE PARENT HAS UNDERSTOOD THESE RIGHTS AND PROTECTIONS.

NUMBER 18 IN THE SAME COLUMN DOCUMENTS THE PARENTS' PERMISSION FOR SPECIAL EDUCATION PLACEMENT. NO CHILD CAN RECEIVE SPECIAL EDUCATION SERVICES WITHOUT THIS WRITTEN APPROVAL.

NUMBER 19 ASSURES THAT GOALS, OBJECTIVES, PROGRAMS, AND SERVICES DETERMINED ARE LINGUISTICALLY APPROPRIATE. THIS STATEMENT IS FOUND AT THE TOP OF THE SECOND PAGE OF THE IEP. THIS IS A STATEMENT WHICH SHOULD BE READ

CAREFULLY BY ALL TEAM MEMBERS AND IN PARTICULAR THE PARENTS AT THE TIME THE IEP IS BEING WRITTEN.

FOR FURTHER EXPLANATION OF THE 19 COMPONENTS, THE TRAINEE MAY REFER TO PAGES 9-12 OR TO THE FEDERAL REGISTER, TO THE TITLE 5 REGULATIONS, OR TO A RESOURCE PERSON KNOWLEDGEABLE OF THE LAW. NOW THAT YOU HAVE IDENTIFIED ALL THE IEP COMPONENTS BY NUMBER, YOU MAY RETURN THE BLANK IEP FORM TO ITS PLACE IN THE HANDBOOK. YOU WILL FIND THIS IEP FORM, LABELED WITH NUMBERS CORRESPONDING TO THE EXPLANATIONS OF COMPONENTS FOUND ON PAGES 9-12, A HANDY REFERENCE THROUGHOUT THE TRAINING.

THIS COMPLETES THE SECOND SEGMENT OF TRAINING.

SDL
JULY 16, 1979

SEGMENT III

THE THIRD SEGMENT OF THE TRAINING WILL FOCUS ON THE FIRST STEP OF THE SEQUENTIAL STEPS IN IEP DEVELOPMENT LISTED ON THE GUIDE ON PAGE 15 IN YOUR HANDBOOK. IF YOU NEED EXTRA TIME TO ACQUAINT YOURSELF WITH THESE STEPS, STOP THE TAPE AND DO SO NOW.

STEP ONE: INITIAL IDENTIFICATION, PAGE 16, DISCUSSES THIS PROCESS AND GIVES ATTENTION TO ALTERNATIVES WITHIN REGULAR EDUCATION THAT SHOULD BE CONSIDERED BEFORE A REFERRAL TO AN ASSESSMENT TEAM IS MADE.

IN THE SCHOOL SETTING, DISTRICT SCREENING PROCESSES AND TEACHER OBSERVATION ARE PRIMARY SOURCES FOR MAKING THE INITIAL IDENTIFICATION. THIS TOPIC IS DISCUSSED ON PAGE 16. A FLOW CHART ON PAGE 17 DEPICTS THE IEP PROCESS IN A SCHEMATIC FASHION. STOP THE TAPE AT THIS POINT AND REVIEW THE INFORMATION CONCERNING THE INITIAL IDENTIFICATION AND THE FLOW CHART ON PAGE 17.

AFTER THE INITIAL IDENTIFICATION HAS BEEN MADE, A FORMAL REFERRAL TO THE ASSESSMENT TEAM IS REQUIRED. AT THIS POINT THERE ARE THREE QUESTIONS WHICH NEED TO BE ANSWERED:

#1. WHAT ARE SCREENING ACTIVITIES AS COMPARED TO ASSESSMENT ACTIVITIES? SCREENING ACTIVITIES ARE NOT CONSIDERED A PART OF THE ASSESSMENT PROCESS AND DO NOT REQUIRE PRIOR PARENTAL APPROVAL, EXCEPT IN THOSE DISTRICTS WHERE POLICY EXISTS TO GAIN PARENTAL APPROVAL ON A "BLANKET PERMISSION." SUCH PERMISSION IS COMMONLY ACQUIRED ANNUALLY AT THE BEGINNING OF THE SCHOOL YEAR OR AT REGISTRATION TIME FOR ROUTINE SCREENING SUCH AS SPEECH AND LANGUAGE DEVELOPMENT, VISION, HEARING, PSYCHOMOTOR DEVELOPMENT, PHYSICAL EDUCATION SKILLS, HEALTH AND GROWTH PROGRESS AND ACADEMIC ACHIEVEMENT. THE POINT AT WHICH SCREENING CEASES IS THAT POINT WHEN MEASURES ARE USED WITH LESS THAN AN ENTIRE CLASS.

QUESTION #2: WHAT ARE THE MANDATED PROCEDURES WHICH PERMIT ASSESSMENT? WHEN AN INDIVIDUAL IS SINGLED OUT FOR FURTHER CONSIDERATION THE IEP PROCESS HAS BEGUN AND A FORMAL REFERRAL IS REQUIRED.

IT IS AT THIS TIME A REFERRAL TO THE ASSESSMENT TEAM IS MADE. AN EXAMPLE OF SUCH A FORM CAN BE FOUND ON PAGE 19, WHICH INCLUDES MUCH OF THE PERSONALLY IDENTIFIABLE INFORMATION NEEDED IN IEP DEVELOPMENT. ON THE FOLLOWING PAGE 19A, A COMPLETED REFERRAL TO THE ASSESSMENT TEAM IS PRESENTED FOR A FICTITIOUS CHILD, "JOHN PAULS." THIS SAME CHILD WILL BE FOLLOWED THROUGHOUT THE IEP PROCESS TO AID IN CLARIFYING EACH STEP. THIS REFERRAL, UPON COMPLETION, IS DIRECTED TO THE APPROPRIATE ASSESSMENT TEAM COORDINATOR. EACH SCHOOL DISTRICT, WHETHER MASTER PLAN OR NON-MASTER PLAN, IS CHARGED WITH SETTING UP ASSESSMENT PROCEDURES. AN IEP PROCESS LOG IS PRESENTED ON PAGES 21 AND 22 TO AID THE TEAM COORDINATOR PLAN AND DOCUMENT EACH STEP, ONCE A REFERRAL HAS BEEN RECEIVED. THIS LOG FOLLOWS THE ORDER OF THE IEP FLOW CHART.

WHEN REFERRAL TO THE ASSESSMENT TEAM HAS BEEN MADE, IT IS REQUIRED THAT A NOTIFICATION BE MADE TO THE PARENTS THAT THEIR CHILD HAS BEEN REFERRED TO THE ASSESSMENT TEAM DUE TO CONCERNS ABOUT SCHOOL PERFORMANCE. THE PARENT NOTIFICATION OF REFERRAL MUST INCLUDE A COPY OF PARENTS' RIGHTS. WITHIN 15 SCHOOL DAYS THE LAW MANDATES THE FOLLOWING EVENTS WILL HAVE OCCURRED:

(1) PARENTS WILL HAVE RECEIVED THIS NOTICE OF REFERRAL AND PARENTS' RIGHTS, INCLUDING A STATEMENT OF POSSIBLE PROGRAM ALTERANATIVES,
(2) COMPLETION OF THE ASSESSMENT PLAN:
(3) THE PARENTS SHALL HAVE BEEN INFORMED OF THE CONTENT OF THE ASSESSMENT PLAN, REQUESTING WRITTEN PARENTAL CONSENT TO ASSESS.

QUESTION #3: AT WHAT POINT CAN ASSESSMENT COMMENCE? ASSESSMENT OF AN INDIVIDUAL CAN ONLY BE ACCOMPLISHED AFTER WRITTEN PARENTAL CONSENT HAS BEEN RECEIVED EVEN THOUGH THE PARENT MAY HAVE BEEN THE ONE TO INITIATE THE REFERRAL, EITHER ORALLY OR IN WRITING.

YOUR FIRST TASK IN THE DEVELOPMENT OF AN IEP FOR YOUR PROJECT STUDENT IS INDICATED NOW. YOU WILL FIND THE NECESSARY FORMS IN YOUR TRAINING PACKET. FOR YOUR PROJECT STUDENT, COMPLETE THE FOLLOWING:

(1) THE REFERRAL TO THE ASSESSMENT TEAM, AND
(2) ACTING AS THE TEAM COORDINATOR, LOG IN ITEM ONE ON YOUR IEP PROCESS LOG.

WHEN THESE TWO TASKS HAVE BEEN COMPLETED, CONTINUE WITH THE TRAINING TAPE. THIS INCLUDES THE THIRD SEGMENT OF YOUR TRAINING.

SEGMENT IV

WITH THE "REFERRAL TO THE ASSESSMENT TEAM" COMPLETED FOR YOUR PROJECT STUDENT, AND HAVING IT LOGGED IN, YOU ARE NOW READY TO PROCEED TO THE SECOND STEP IN THE IEP PROCESS: INITIATING A REFERRAL: PLANNING, USING THE ASSESSMENT RECORD...PAGE 23.

UPON FORMAL REFERRAL FOR ASSESSMENT, THE TEAM, WITH ONE MEMBER DESIGNATED AS ITS COORDINATOR IN ACCORDANCE WITH LOCAL DISTRICT PROCEDURES, IS CHARGED WITH DEVELOPING AN ASSESSMENT PLAN. THIS PLAN MUST BE WRITTEN IN ORDINARY LANGUAGE DESCRIBING THE PROCEDURES, THE TESTS, RECORDS OR REPORTS PROPOSED FOR USE IN THE ASSESSMENT PROCESS.

TO GET THE BALL ROLLING AND ACCOMPLISH THOSE STEPS SET OUT UNDER ITEM 2 ON THE IEP PROCESS LOG, THE ASSESSMENT RECORD FORM FOUND ON PAGE 25 PROVIDES A GUIDE SO THAT ALL AREAS TO BE ASSESSED AS REQUIRED BY LAW ARE EVALUATED.

PLANNING IN SUCH A FASHION ELIMINATES THE POSSIBILITY OF EITHER DUPLICATING OR NEGLECTING ANY ASSESSMENT AREA WHICH MUST BE CONSIDERED FOR IEP DEVELOPMENT AND SPECIAL EDUCATION PLACEMENT. PAGE 25a SHOWS AN EXAMPLE OF A COMPLETED ASSESSMENT RECORD FOR THE FICTITIOUS CHILD WHO IS FOLLOWED AS AN EXAMPLE THROUGH THE IEP PROCESS.

TO AID IN THE SELECTION OF INSTRUMENTS APPROPRIATE FOR AN INDIVIDUAL, TURN TO THE ASSESSMENT MATRIX A, BEGINNING ON PAGE 99. HERE MANY TESTS ARE LISTED ALONG WITH THOSE AREAS OF BEHAVIOR FOR WHICH EACH INSTRUMENT IS INTENDED TO ASSESS. LET'S ASSUME YOU ARE SEEKING A MEASURE FOR EVALUATING LEARNING STYLE, SOMETHING THAT WILL HELP IDENTIFY STRENGTHS AND WEAKNESSES. ON PAGE 101, THE AUDITORY MEMORY SPAN TEST IS LISTED AS SUCH A TOOL. BUT MORE INFORMATION IS NEEDED BEFORE THE DECISION IS MADE TO USE IT. THAT INFORMATION CAN BE FOUND IN MATRIX B, PAGES 109 TO 134.

NOW FIND AUDITORY MEMORY SPAN TEST IN THIS MATRIX ON PAGE 110. HERE INFORMATION WHICH IS REQUIRED FOR PREPARING THE ASSESSMENT PLAN IS FOUND. YOU WILL NOTE ITS SOURCE IS THE HAPI HANDBOOK, IN WHICH CASE IT WILL APPEAR IN THE HANDBOOK WITH UNPUBLISHED/INFORMAL ASSESSMENT TOOLS. AN INDEX OF THESE TOOLS IS LISTED ON PAGES 137 AND 138. YOU WILL FIND THAT, INDEED, THE AUDITORY MEMORY SPAN TEST IS LISTED AND CAN BE FOUND IN ITS ENTIRETY ON PAGE 145. TURNING NOW TO 145, YOU HAVE LOCATED THE AUDITORY MEMORY SPAN TEST ALONG WITH DIRECTIONS FOR TESTING AND SCORING. LET'S ASSUME THIS TEST DOES SATISFY THE NEEDS FOR ASSESSMENT FOR A GIVEN CHILD. NOW LIST THIS TEST UNDER LEARNING STYLE ON THE ASSESSMENT RECORD. THE PERSON WHO WILL ADMINISTER IT CAN ALSO BE DESIGNATED. NOW YOU HAVE THE INFORMATION YOU NEED TO DESCRIBE THIS TOOL IN THE ASSESSMENT PLAN WHICH MUST BE SUBMITTED TO THE PARENT FOR WRITTEN CONSENT TO ASSESS.

FOR THE PURPOSES OF THIS TRAINING PROCEED WITH ASSESSMENT PLANNING BY LISTING TESTS APPROPRIATE FOR THE INDIVIDUAL TO BE ASSESSED. UNDER THE HEADINGS—VISION AND HEARING—YOU WILL NEED TO CHECK THE HEALTH CARD OR RECORD TO DETERMINE IF SCREENING OR OTHER TESTING HAS ESTABLISHED THESE SENSORY ACUITIES. IF THIS INFORMATION IS LACKING, THE SCHOOL NURSE AND/OR AUDIOLOGIST WILL BECOME A PART OF THE ASSESSMENT TEAM AND THIS SHOULD BE LOGGED IN ON THE ASSESSMENT RECORD.

ALL THE AREAS OF BEHAVIOR AND FUNCTION LISTED ON THE ASSESSMENT RECORD APPLY TO ALL HANDICAPPED CHILDREN REGARDLESS OF SUSPECTED DISABILITY. HOWEVER, IF THE SUSPECTED DISABILITY FALLS IN THE CATEGORY OF SPECIFIC LEARNING DISABILITIES, WHICH INCLUDE APHASIA, THEN ADDITIONAL ASSESSMENT IS INDICATED. FOR THIS INFORMATION TURN TO PAGES 27 AND 28 WHERE THESE DISABILITIES AND ASSESSMENT REQUIREMENTS ARE DESCRIBED IN ACCORDANCE WITH THE FEDERAL REGISTER. FOR THE LANGUAGE-SPEECH SPECIALIST AND PSYCHOLOGIST INVOLVED IN THE ASSESSMENT OF A STUDENT WHO MAY EXHIBIT EITHER SEVERE DISORDERS OF LANGUAGE, INCLUDING APHASIA, OR A STUDENT WHOSE DISABILITY FALLS UNDER THE EDUCATIONALLY HANDICAPPED GROUP, THE ASSESSMENT RECORD FOR SPECIFIC LEARNING DISABILITIES ON PAGE 29 LISTS THE ADDITIONAL AREAS OF FUNCTION WHICH ALSO MUST BE EVALUATED. REMOVE THIS PAGE FROM THE HANDBOOK TO PERMIT BETTER STUDY. . . THE AREAS OF ORAL EXPRESSION, LISTENING

COMPREHENSION AND WRITTEN EXPRESSION MAY ALREADY HAVE BEEN COVERED WHEN LANGUAGE ASSESSMENT WAS PLANNED. IN THAT EVENT, SIMPLY LIST THOSE TESTS AND THE EXAMINER, THUS INDICATING THAT FACET HAS BEEN TAKEN CARE OF. IF, HOWEVER, YOU DISCOVER, FOR EXAMPLE, THAT NO MEASURE OF WRITTEN EXPRESSION HAS BEEN PLANNED, THEN SUCH PLANNING IS IN ORDER. AGAIN THE HANDBOOK'S ASSESSMENT MATRIX A AND B AND THE INFORMAL TOOLS SECTION WILL PROVIDE THE INFORMATION NEEDED IN DEVELOPING THE ASSESSMENT PLAN. THE ACADEMIC AREAS LISTED ON THE RIGHT-HAND SIDE OF THIS FORM ARE ACTUALLY AN EXPANSION OF THE ACADEMIC AREA AND MAY HAVE BEEN COVERED. BUT THIS IS THE PLACE TO DOCUMENT WHETHER OR NOT FURTHER ACADEMIC TESTING IS INDICATED.

YOU WILL FIND A COMPLETED SPECIFIC LEARNING DISABILITY ASSESSMENT RECORD ON PAGE 29a FOR JOHN PAULS, THE FICTITIOUS STUDENT BEING FOLLOWED IN THIS TRAINING.

AN OBSERVATION OF CLASSROOM BEHAVIOR MUST BE MADE BY SOME TEAM MEMBER OTHER THAN THE STUDENT'S REGULAR TEACHER WHEN A STUDENT IS SUSPECTED OF HAVING A SPECIFIC LEARNING DISORDER. SEVERAL GUIDES TO AID IN OBTAINING PERTINENT DATA IN SUCH AN OBSERVATION HAVE BEEN LISTED IN MATRICES A AND B. THERE ARE SEVERAL UNPUBLISHED/INFORMAL TOOLS IN THE HANDBOOK WHICH MAY BE REMOVED AND USED. YOU WILL FIND THE CLASSROOM OBSERVATION CHECKLIST ON PAGE 155. THIS PARTICULAR INVENTORY PROVIDES SOUND STRUCTURE AND FOCUS FOR THE OBSERVATION, A SCALE FOR RATING PARTICULAR BEHAVIORS, AN OPPORTUNITY TO LIST PERTINENT COMMENTS, AND, ON PAGE 161, A PROFILE BASED ON THE CHECKLIST. THIS PARTICULAR CHECKLIST AND PROFILE HAVE BEEN WELL RECEIVED BY A NUMBER OF PREVIOUS TRAINEES. IT IS SUGGESTED THAT YOU STUDY THIS TO DETERMINE IF IT IS OF VALUE TO YOU...

ANOTHER TOOL AVAILABLE IN THE HANDBOOK FOR STRUCTURING A CLASSROOM OBSERVATION WHICH HAS BEEN USED FREQUENTLY IS THE LEARNING STYLE INDICATOR, PAGES 183 TO 190. YOU WILL ALSO FIND THE OBSERVED BEHAVIOR CHECKLIST ON PAGE 195 WHICH IS APPROPRIATE FOR USE IN STRUCTURING A CLASSROOM OBSERVATION. PERHAPS YOU HAVE ANOTHER TOOL OR STRATEGY YOU PREFER TO USE. IF THAT IS THE CASE, IT MIGHT IMPROVE THE USEFULNESS OF THE HANDBOOK FOR

YOU TO ADD THIS TO THE MATRICES A AND B, AND IF APPROPRIATE, THE HANDBOOK SECTION OF UNPUBLISHED/INFORMAL ASSESSMENT TOOLS.

FOR THE EDUCATIONALLY HANDICAPPED AND APHASIA CATEGORIES, A DEVELOPMENTAL HISTORY IS REQUIRED. A FORM TO OBTAIN THIS INFORMATION CAN BE FOUND ON PAGE 147 IN THE HANDBOOK. INTELLECTUAL FUNCTIONING MUST ALSO BE DETERMINED FOR THIS GROUP OF INDIVIDUALS.

BEFORE PROCEEDING WITH YOUR NEXT TRAINING ASSIGNMENT, TURN TO PAGE 31 OF YOUR HANDBOOK. STEP THREE: SELECTION OF ASSESSMENT TOOLS IS CONSIDERED HERE.

THE SELECTION OF APPROPRIATE ASSESSMENT TOOLS IS CRUCIAL. INSTRUMENTS SELECTED MUST BE LINGUISTICALLY APPROPRIATE FOR THE STUDENT. CONSIDERATION NEEDS TO BE GIVEN CRITERION-REFERENCED MATERIALS. THESE TOOLS OFTEN GIVE MORE INFORMATION FOR DIAGNOSTIC PURPOSES AND PLANNING INTERVENTION THAN CAN BE GAINED FROM NORM REFERENCED TESTS.

THE PLANNING OF THE ASSESSMENT IS DONE IN COMMITTEE, JUST AS THE WRITING OF THE IEP IS WRITTEN IN COMMITTEE, AND THIS COMMITTEE INCLUDES THE PARENT AS AN ACTIVE DECISION-MAKING MEMBER. IT CANNOT BE TOO HEAVILY STRESSED THAT PARENT INVOLVEMENT THROUGHOUT THE ASSESSMENT PROCESS SHOULD BE ENCOURAGED. EVERY EFFORT SHOULD BE MADE TO KEEP THE PARENT INFORMED AND PARTICIPATING, AND THESE EVENTS SHOULD BE DOCUMENTED IN THE CHILD'S RECORDS.

ALL TEAM MEMBERS SHOULD CLEARLY UNDERSTAND THE STANDARDS AND PROCEDURES FOR ASSESSMENT AS DEFINED IN TITLE 5 REGULATIONS. IF YOU HAVE QUESTIONS ABOUT INFORMATION ON PAGES 27, 28, OR 31, BE SURE TO GET CLARIFICATION BEFORE YOU PROCEED WITH THE TRAINING TAPE. YOU CAN REFER TO THE TITLE 5 REGULATIONS OR TO YOUR RESOURCE PERSON.

YOUR ASSIGNMENT AT THIS TIME IS TO:

1. (1) SELECT THE APPROPRIATE TOOLS FOR YOUR PROJECT STUDENT USING PART II IN YOUR HANDBOOK ENTITLED "ASSESSMENT."
2. (2) LIST TESTS, EXAMINERS, AND DATES ON THE ASSESSMENT RECORD FOR YOUR PROJECT STUDENT REGARDLESS OF HANDICAP.
3. (3) COMPLETE THE SPECIFIC LEARNING DISABILITIES ASSESSMENT RECORD, FORM B, IF YOUR PROJECT STUDENT IS SUSPECTED OF BEING EDUCATIONALLY HANDICAPPED OR OF HAVING A SEVERE DISORDER OF LANGUAGE, INCLUDING APHASIA, AND DOCUMENT EACH OF THE AREAS LISTED.

REMEMBER, YOU WOULD BE ONLY ONE MEMBER OF AN ASSESSMENT TEAM IN DEVELOPING THE ASSESSMENT PLAN. BUT UNLESS YOU ARE TRAINING WITH A TEAM, IT WILL BE NECESSARY FOR YOU TO ASSUME ALL THE ROLES OF THE TEAM FOR THE PURPOSES OF THIS TRAINING SO THAT YOU WILL UNDERSTAND THE ENTIRE IEP PROCESS.

THIS CONCLUDES THE FOURTH SEGMENT OF THE TRAINING. WHEN YOU HAVE COMPLETED THE ASSESSMENT RECORD AND, ALSO, IF APPROPRIATE FOR YOUR PROJECT STUDENT, THE SPECIFIC LEARNING DISORDERS ASSESSMENT RECORD, FORM B, PLEASE PROCEED WITH THE NEXT PORTION OF THE TAPED TRAINING. YOU MAY STOP THE TAPE AT THIS POINT.

SDL
July, 1979

SEGMENT V

THROUGH PARTICIPATION IN THE FIRST FOUR PORTIONS OF THIS TAPED TRAINING YOU HAVE BECOME WELL ACQUAINTED WITH THE HANDBOOK, YOU HAVE LEARNED WHAT AN IEP MUST INCLUDE, YOU HAVE BEEN ACTIVELY INVOLVED IN THE SELECTION OF APPROPRIATE ASSESSMENT TOOLS FOR YOUR PROJECT STUDENT, AND YOU HAVE PREPARED THE ASSESSMENT RECORDS EMPLOYING THE HANDBOOK TO AID IN DEVELOPING THE ASSESSMENT PLAN.

IT MUST BE EMPHASIZED AGAIN, THAT THE ENTIRE IEP PROCESS IS A MULTIDISCIPLINARY TEAM PROCEDURE WITH ONE MEMBER DESIGNATED AS A COORDINATOR AND THAT THIS TEAM ALSO INCLUDES THE PARENT. THE TEAM COORDINATOR IS CHARGED WITH COORDINATING THE ASSESSMENT PROCEDURES, TIMELINES, AND SCHEDULING FOR THE IEP MEETING IN ACCORDANCE WITH LOCAL POLICIES OR PROCEDURES.

THE NOTIFICATION OF REFERRAL ASSESSMENT PLAN, PAGE 35, CAN NOW BE EASILY DRAWN UP, BASED ON THE INFORMATION ON THE "REFERRAL TO ASSESSMENT TEAM" AND THE PLANNING WITH THE ASSESSMENT RECORDS. YOU WILL FIND MATRICES A AND B USEFUL IN PREPARING THIS ASSESSMENT PLAN. THIS PLAN MUST BE SUBMITTED TO THE PARENTS REQUESTING WRITTEN PARENTAL CONSENT FOR ASSESSMENT. PREPARATION OF THIS ASSESSMENT PLAN IS ANOTHER SET UP BY THE LOCAL EDUCATIONAL AGENCY. NO ASSESSMENT CAN BE INITIATED UNTIL WRITTEN PARENTAL CONSENT HAS BEEN RECEIVED. WITHIN 35 SCHOOL DAYS AFTER RECEIPT OF THIS CONSENT, THE ASSESSMENT, DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES AND THE DEVELOPMENT OF AN IEP IN COMMITTEE SHALL HAVE TAKEN PLACE IN COMPLIANCE WITH STATE AND FEDERAL REGULATIONS. THE PARENT AS A TEAM MEMBER SHOULD BE INVITED TO BE INVOLVED IN THE ASSESSMENT PROCESS AND TO BE INFORMED AS IT PROGRESSES. THIS PORTION OF THE TRAINING WILL FOCUS ON STEP 4: DEVELOPING THE ASSESSMENT PLAN AND STEP 5: PARENTAL NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN. A QUICK REVIEW OF PAGES 33 THROUGH 37 IN THE HANDBOOK IS ADVISED AT THIS

POINT. AS YOU REVIEW THESE PAGES BE SURE TO ACQUAINT YOURSELF WITH THE NOTIFICATION OF REFERRAL FORM FOUND ON 35 AND 35b. STOP THE TAPE AT THIS POINT UNTIL THESE TASKS HAVE BEEN COMPLETED.

AS THE TEAM COORDINATOR, FOLLOWING THE "IEP PROCESS LOG" WILL AID IN COMPILING OF INFORMATION FROM OTHER TEAM MEMBERS AND IN DRAWING UP THE ASSESSMENT PLAN.

THE FORM OFFERED IN THE HANDBOOK ON PAGE 35 ACCOMPLISHES TWO TASKS. IT PROVIDES THE PARENT WITH (1) A WRITTEN NOTIFICATION OF REFERRAL FOR ASSESSMENT AND (2) PROVIDES THE ASSESSMENT PLAN FOR CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES. AT THE TEAM MEETING IN WHICH THE ASSESSMENT PLAN IS WRITTEN, THE TEAM COORDINATOR SHOULD PROVIDE OTHER MEMBERS WITH APPROPRIATE FORMS FOR GATHERING AND COMPILING OF ASSESSMENT DATA, AND ESTABLISH THE TIMELINES FOR EVENTS IN THE IEP PROCESS TO OCCUR.

WITH THIS BACKGROUND, YOUR ASSIGNMENT NOW IS TO PREPARE THE "NOTIFICATION OF REFERRAL-PARENT CONSENT TO ASSESSMENT PLAN--CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES FORM" FOR YOUR PROJECT STUDENT. SUCH A FORM IS PROVIDED FOR YOUR USE IN THE PACKET OF TRAINING MATERIALS. IT IS SUGGESTED THAT YOU REFER TO THE COMPLETED FORM FOR THE FICTITIOUS JOHN PAULS, PAGE 35b, IN PREPARING ONE FOR YOUR STUDENT. THE TESTS YOU LIST SHOULD BE COPIED FROM YOUR ASSESSMENT RECORD. IT IS ASSUMED, FOR THE PURPOSE OF THIS TRAINING, THAT YOU WILL BE RESPONSIBLE FOR DELIVERING THIS NOTICE TO THE PARENT (INCLUDING PARENTS' RIGHTS) OBTAINING CONSENT TO ASSESS, NOTIFYING OTHER TEAM MEMBERS THAT CONSENT HAS BEEN OBTAINED, AND DOCUMENTING ALL OF THIS ON THE "IEP PROCESS LOG" THROUGH ITEM 4.

WITH THESE INSTRUCTIONS CLEARLY UNDERSTOOD, PROCEED WITH DRAWING UP THE NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN. WHEN THIS HAS BEEN COMPLETED, RESUME THE TRAINING ON SEGMENT VI. STOP THE TAPE NOW.

SDL
JULY, 1979

SEGMENT VI

FOR PURPOSES OF THIS TRAINING, IT IS PRESUMED THAT THE WRITTEN PARENTAL CONSENT TO ASSESS HAS NOW BEEN RECEIVED, DOCUMENTED ON THE IEP PROCESS LOG, AND ALL ASSESSMENT TEAM MEMBERS HAVE BEEN NOTIFIED THAT ASSESSMENT MAY PROCEED ACCORDING TO THE ASSESSMENT PLAN AND TIMELINES PREVIOUSLY ESTABLISHED.

THIS TRAINING SESSION WILL ADDRESS STEP 6. CONDUCTING THE ASSESSMENT, PAGES 39 THROUGH 58. THERE IS CONSIDERABLE INFORMATION IN THIS STEP WHICH IS EXPECTED TO BE OF HELP TO YOU IN THE EFFICIENT USE OF TIME AND INFORMATION IN CONDUCTING THE ASSESSMENT, RECORDING ASSESSMENT RESULTS, PREPARING THE PSYCHO-EDUCATIONAL STUDY, GATHERING DEVELOPMENTAL AND SCHOOL HISTORY, AND IN DETERMINING ELIGIBILITY FOR SPECIAL EDUCATION PROGRAMMING. AS YOU REVIEW THIS SECTION--STEP 6--BE SURE TO LOOK CAREFULLY AT THE FORMS. STOP THE TAPE AT THIS POINT AND RESUME IT AFTER YOU HAVE COMPLETED THE REVIEW OF THIS INFORMATION.

WITH YOUR BOOK OPEN AT PAGE 39 YOU ARE READY TO RECORD OBSERVATIONS AND REPORTS THAT ARE AVAILABLE FROM THE CUMULATIVE RECORDS, HEALTH CARDS, AND PARENTAL INTERVIEW. EACH TEAM MEMBER DESIGNATED AS THE EXAMINER ON THE ASSESSMENT PLAN WILL RECORD HIS OWN FINDINGS ON THE ASSESSMENT ANALYSIS. A SAMPLE OF THIS FORM IS ON PAGE 43. A COMPLETED ANALYSIS FOR THE FICTITIOUS JOHN PAULS ON PAGE 45 IS A COMPILATION OF ALL ASSESSMENT RESULTS TO BE CONSIDERED.

A REMINDER MAY BE IN ORDER AT THIS POINT REGARDING CONFIDENTIALITY. EACH PUBLIC EDUCATION AGENCY HAS ESTABLISHED WRITTEN PROCEDURES AND POLICIES RELATING TO THE CONFIDENTIALITY OF PUPIL RECORDS. CERTAIN ASPECTS ARE MANDATED BY LAW. EACH MEMBER OF THE TEAM MUST ASSUME THE RESPONSIBILITY TO BE KNOWEDGEABLE OF THESE PROCEDURES AND AHERE TO THEM.

NONDISCRIMINATORY TESTING IS MANDATED. ASSESSMENT MUST BE ADMINISTERED BY APPROPRIATELY LICENSED OR CREDENTIALED PERSONNEL WHO ARE COMPETENT IN BOTH ORAL AND WRITTEN SKILLS OF THE INDIVIDUAL'S PRIMARY LANGUAGE OR MODE OF COMMUNICATION AND MUST HAVE BOTH A KNOWLEDGE AND UNDERSTANDING OF THE STUDENT'S CULTURAL AND HISTORICAL HERITAGE. IN ADDITION, WHEN IT IS DETERMINED THAT THE STUDENT IS LIMITED-ENGLISH-SPEAKING OR NON-ENGLISH-SPEAKING THE ASSESSMENT SHALL BE CONDUCTED IN THAT STUDENT'S LANGUAGE. TESTS AND PROCEDURES MUST CONFORM WITH THE DEPARTMENT GUIDELINES REGARDING NONDISCRIMINATORY ASSESSMENT. ANYONE INVOLVED IN ASSESSMENT IS OBLIGATED TO BE INFORMED REGARDING THIS ISSUE.

EVERY ASSESSMENT MUST INCLUDE ADEQUATE PROCEDURES FOR THE IDENTIFICATION OF PERCEPTUAL PROBLEMS WHICH MAY BE MANIFESTED IN LEARNING PROBLEMS.

THE ACCURACY OF RECORDING THE RESULTS OF TEST DATA CAN NOT BE OVER-EMPHASIZED--ACCURACY IN INTERPRETING THE RESULTS PRESUMES CAREFUL ANALYSIS. OFTEN THE SCORE ITSELF IS OF LESSER VALUE THAN THE OBSERVATION OF BEHAVIOR AND FUNCTION DURING THE EVALUATION--AND THIS SHOULD BE NOTED. A STANDARDIZED SCORE ON A PERFORMANCE TEST AND ON A VERBAL TEST ARE REQUIRED FOR SEVERE DISORDERS OF LANGUAGE, INCLUDING APHASIA PLACEMENTS. THE ASTUTE ANALYSIS OF THE LANGUAGE SAMPLE MAY BE THE MOST ACCURATE MEASURE OF SPEECH AND LANGUAGE AVAILABLE WHETHER IT IS CALCULATED BY A STANDARDIZED METHOD OR BY DEVELOPMENTAL CRITERIA.

A NUMBER OF STANDARDIZED TESTS ARE AVAILABLE WITH ESTABLISHED VALIDITY AND RELIABILITY. NORM REFERENCED TESTS HAVE CONVENTIONALLY BEEN USED TO MEASURE ABILITIES, HOWEVER, MANY OF THESE TESTS PROVE OF LITTLE USE IN PLANNING INSTRUCTIONAL INTERVENTION. ON THE OTHER HAND, CRITERION REFERENCED TESTS CHARACTERISTICALLY DO PROVIDE INFORMATION DEFINING PRESENT LEVEL OF FUNCTION AND STAGE OF DEVELOPMENT. ASSESSMENT MUST ESTABLISH WHERE THE INDIVIDUAL IS NOW AND WHAT THE NEXT STEP NEEDS TO BE. BY RECORDING AND ANALYZING TEST DATA ON THE ASSESSMENT ANALYSIS FORM, INFORMATION IS ORGANIZED TO SHOW WHERE STRENGTHS LIE AND WHERE NEEDS EXIST. THEN BASED ON THESE TWO CONCERNS--STRENGTHS AND NEEDS--POSSIBLE SOURCES OF

INTERVENTION CAN BE PLANNED. THIS ASSESSMENT ANALYSIS HAS PROVEN TO BE OF REAL HELP IN IEP DETERMINATIONS AND IN THE WRITING OF GOALS AND OBJECTIVES IN IEP COMMITTEE. IT IS SUGGESTED THAT THE COORDINATING TEAM MEMBER COMPILE ALL THE ASSESSMENT RESULTS ON THE ASSESSMENT ANALYSIS FORMS AND THEN HAVE THIS COMPILATION AVAILABLE FOR THE TEAM, INCLUDING THE PARENTS, FOR IEP DEVELOPMENT AND DETERMINATION OF SPECIAL EDUCATIONAL SERVICES. SUCH A COMPILATION MAY BE ATTACHED TO THE IEP.

TO DEMONSTRATE THE VALUE OF THE ASSESSMENT ANALYSIS, REMOVE THE ANALYSIS PREPARED FOR JOHN PAULS WHICH IS A COMPILATION FROM ALL EXAMINERS. IT IS FOUND ON PAGES 45 THROUGH 45c. ARRANGE IT IN FRONT OF YOU VERTICALLY SO THAT PAGE 45a APPEARS AT THE TOP OF YOUR DESK OR TABLE AND 45c AT THE BOTTOM. THIS WILL PERMIT YOU TO READ VERTICALLY UNDER EACH HEADING. TO PERMIT YOU TO ARRANGE THE PAGES OF THE ASSESSMENT ANALYSIS VERTICALLY IN FRONT OF YOU, STOP THE TAPE HERE AND START AGAIN WHEN YOU HAVE THE ASSESSMENT ANALYSIS READY TO REVIEW.

NOW WITH A COMPILATION OF ALL TESTS, REPORTS, CASE HISTORY AND OBSERVATION RECORDED ON THE ASSESSMENT ANALYSIS FOR JOHN PAULS, THE COMMITTEE IS PRESENTED WITH AN ORGANIZED SUMMARY OF FINDINGS. THIS PARTICULAR ASSESSMENT ANALYSIS IS ADMITTEDLY MORE EXTENSIVE THAN MIGHT ORDINARILY BE EXPECTED FOR TWO REASONS: (1) RECORDS FROM SCHOOLS PREVIOUSLY ATTENDED WERE UNAVAILABLE, AND (2) TEST RESULTS WERE CONTRADICTORY AND CONFUSING. FOR EXAMPLE: NOTE ACADEMIC FUNCTIONING LAGS SIGNIFICANTLY WHILE VOCABULARY SKILLS MEASURED BY THE PEABODY PICTURE VOCABULARY TEST, AUDITORY DISCRIMINATION AND SELECTIVE ATTENTION TESTS, THE SOUND BLENDING SUBTEST OF THE ITPA AND STUDENT INTERVIEW RESPONSES FALL WITHIN OR ABOVE NORMAL LIMITS. READING VERTICALLY THROUGH COLUMN ONE--ASSESSMENT--THE ANALYSIS SHOWS THAT ALL AREAS OF FUNCTION AS REQUIRED BY LAW HAVE BEEN ASSESSED. IN SOME CASES, SEVERAL MEASURES WERE USED TO CONFIRM FINDINGS. NOTE THE RESULTS OF THE WRAT. NOW COMPARE THIS WITH THE RESULTS OF THE PIAT READING AND THE KEY MATH. THE DIFFERENCES IN MATH ACHIEVEMENT RAISES A QUESTION ABOUT WHY SUCH A DIFFERENCE EXISTED. HOWEVER, REFERRING TO COLUMN THREE--LEARNING STRENGTHS/STYLES/RATES--BOTH TESTS INDICATE JOHN

MET WITH MUCH MORE SUCCESS WHEN PRACTICAL JUDGMENTS WERE REQUIRED AND TANGIBLE TOOLS WERE USED. THE KEY MATH MEASURES THESE SKILLS IN CONSIDERABLY MORE DEPTH THAN THE WRAT. BOTH READING TESTS YIELDED VERY SIMILAR LEVELS OF FUNCTION WITH THE STATEMENT IN THE THIRD COLUMN REPORTING JOHN MADE CONCERTED ATTEMPTS TO "SOUND OUT" WORDS. NOW NOTE THAT IN THIS SAME THIRD COLUMN THIS SAME WORD ATTACK SKILL "SOUNDING-OUT" WAS SEEN IN THE ASSESSMENT USING THE ITPA, THE ARTICULATION TEST, AND THE TEST OF WRITTEN LANGUAGE . . . ANOTHER INDICATION THAT SUGGESTS JOHN'S USE OF THE AURAL/ORAL CHANNELS IN LEARNING WAS SEEN IN THE TEST OF ORAL COMMISSIONS AND IN THE UTAH TEST OF LANGUAGE DEVELOPMENT WHERE HE VOCALIZED--THAT IS, REPEATED ALOUD THE INSTRUCTIONS HE WAS TO FOLLOW. "TALKING TO HIMSELF" ALOUD APPEARS TO BE A LEARNING STYLE WHICH IS USEFUL TO JOHN.

ANOTHER IMPORTANT ASSESSMENT RESULT FOUND BY READING THE THIRD COLUMN VERTICALLY, IS THAT JOHN EXPRESSED A REAL DESIRE TO ACHIEVE, THAT HE LIKES SCHOOL AND SHOWED HIGH MOTIVATION FOR SPEECH THERAPY. THIS WAS CONFIRMED BY THE PARENT AS RECORDED IN THE CASE HISTORY. BY CONSIDERING ALL OF THE RESULTS LISTED IN COLUMNS ONE, TWO AND THREE, IT CAN BE ESTABLISHED THAT THE ANALYSIS INDICATES ASSESSMENT WAS ADEQUATE TO THE EXTENT THAT:

(1) AREAS OF SUSPECTED DISABILITIES WERE EVALUATED.
(2) EDUCATIONAL PROBLEMS WERE IDENTIFIED.
(3) PERTINENT DATA WAS RECORDED AND DATED.
(4) APPROPRIATE TOOLS WERE CAREFULLY SCORED AND ANALYZED.
(5) LEARNING RATE IN THE PAST SHOWS ACADEMIC PROGRESS HAS BEEN ABOUT .5 YEAR ANNUALLY, COMMUNICATION SKILLS LAG FROM TWO TO THREE YEARS, HOWEVER, OTHER DEVELOPMENT APPEARS TO BE WITHIN NORMAL LIMITS.
(6) LEARNING STYLE APPEARS TO BE MULTISENSORY ACCOMPANIED WITH CONSIDERABLE MOTIVATION TO LEARN.
(7) THAT JOHN IS AWARE OF HIS POOR ACHIEVEMENT, EXPRESSING GREAT CONCERN REGARDING HIS ARTICULATION PROBLEM.

EVEN WITH ALL THIS INFORMATION IT IS NECESSARY TO LOOK FURTHER AND CONSIDER THE WEAKNESSES AND NEEDS--SPECIFIC DETERRENTS--THAT HAVE INTERFERRED WITH JOHN'S PROGRESS. LOOK NOW AT COLUMN FOUR: WEAKNESSES/NEEDS. ARE THERE COMMON THREADS THAT RUN THROUGHOUT THE ANALYSIS IN THIS COLUMN?... YES, YOU WILL SEE PROBLEMS OF RETRIEVAL SKILLS--SEQUENTIAL MEMORY DEFICITS BOTH VISUALLY AND AUDITORALLY AND DEFICITS FOR BOTH SHORT- AND LONG-TERM MEMORY. PROBABLY THE MOST SIGNIFICANT FINDING HERE IS THAT JOHN'S ACADEMIC LEVELS OF FUNCTION ARE COMPATIBLE WITH HIS CURRENT RETRIEVAL SKILLS. THIS SAME FACTOR CAN BE SEEN IN THE ADEQUATE RESULTS OF THE PEABODY PICTURE VOCABULARY TEST, A TEST OF RECEPTIVE LANGUAGE FOR ONE WORD, AS OPPOSED TO DEPRESSED RESULTS ON TEST ITEMS OF THE UTAH TEST OF LANGUAGE DEVELOPMENT, THE SPACHE LISTENING COMPREHENSION AND THE ITPA WHICH REQUIRE THE COMPREHENSION OF CONNECTED SPEECH--THAT IS UTTERANCES INVOLVING PHRASES, CLAUSES AND SENTENCES.

THIS COLUMN--WEAKNESS/NEEDS--SHOWS LANGUAGE DEFICITS IN TEMPORAL CONCEPTS, DIRECTIONALITY AND SPATIAL JUDGMENT.

ANOTHER FACTOR WHICH CAN BE SUSPECTED OF HAVING IMPACT ON JOHN'S LEARNING IS THE CONCERN HE AND HIS MOTHER HAVE CONVEYED ABOUT HIS "ASTHMA"--A CONDITION NOTED BY ALL PARTICIPANTS OF THE ASSESSMENT TEAM, AND ALSO INCLUDED IN THE SCHOOL NURSE'S REPORT.

THE FINAL COLUMN--SUGGESTED RECOMMENDATIONS, STRATEGIES, MATERIALS, ETC.--PROVIDES EACH EXAMINER AN OPPORTUNITY TO RECORD POSSIBILITIES FOR INTERVENTION. NOTE THAT DIFFERENT EXAMINERS HAVE MADE A NUMBER OF SIMILAR RECOMMENDATIONS WHICH SHOULD BE OF CONSIDERABLE HELP TO THE RECEIVING SPECIAL EDUCATION TEACHERS AND SPECIALISTS IN DEVELOPING AND PERIODICALLY REVIEWING THE EDUCATIONAL ACTIVITIES DESIGNED TO MEET THE GOALS AND OBJECTIVES WRITTEN IN THE IEP. IN THE CASE OF JOHN PAULS, IT WOULD APPEAR THAT THE LANGUAGE/SPEECH SPECIALIST AND SPECIAL EDUCATION TEACHER TOGETHER SHOULD PLAN INSTRUCTIONAL ACTIVITIES WHICH INTERFACE TO PROVIDE THE BEST REMEDIATION.

AS YOUR ASSESSMENT PROCEDURES ARE COMPLETED FOR YOUR PROJECT STUDENT, RECORD THEM ON THE ASSESSMENT ANALYSIS. ALL OF THE DETERMINATIONS FOR WRITING THE IEP SHOULD BE BASED ON THE INFORMATION YOU WILL HAVE RECORDED HERE. PROCEED WITH THE GATHERING OF DATA AS DESCRIBED IN YOUR ASSESSMENT PLAN, COMPILING ON THE ASSESSMENT ANALYSIS THE RESULTS FROM ALL SOURCES. WHEN THE ASSESSMENT ANALYSIS HAS BEEN COMPLETED, START THE TAPE FOR THE NEXT SEGMENT OF TRAINING WHICH WILL FOCUS ON THE COMPLETION OF STEP 6: CONDUCTING THE ASSESSMENT. THIS CONCLUDES THE SIXTH SEGMENT OF THE TRAINING.

SEGMENT VII

THE SEVENTH SEGMENT OF TRAINING IS ACTUALLY THE CONCLUSION OF THE SIXTH SEQUENTIAL STEP IN IEP DEVELOPMENT: CONDUCTING THE ASSESSMENT. IT APPLIES ONLY TO THOSE INDIVIDUALS WHO ARE BEING CONSIDERED FOR EDUCATIONALLY HANDICAPPED PLACEMENT OR SEVERE DISORDERS OF LANGUAGE, INCLUDING APHASIA PLACEMENT, BECAUSE THE PSYCHOEDUCATIONAL STUDY FORM, FOUND ON PAGE 47, IS UNIQUE FOR USE WITH THOSE TWO GROUPS. THE ELIGIBILITY FORM FOR SEVERE DISORDERS OF LANGUAGE, INCLUDING APHASIA, FOUND ON PAGE 53, IS DESIGNED TO ESTABLISH AND VERIFY THAT A CANDIDATE QUALIFIES FOR SEVERE DISORDERS OF LANGUAGE PROGRAMS AND SERVICES, THEREFORE, BOTH THE PSYCHOEDUCATIONAL STUDY, PAGE 47, AND THE ELIGIBILITY FORM, ON PAGE 53, ARE NEEDED FOR THE SEVERE DISORDERS OF LANGUAGE TO INSURE THAT ALL FACETS OF ASSESSMENT HAVE BEEN FULFILLED AS DESCRIBED IN THE LEGISLATION. REMEMBER THESE TWO REPORTS ARE NOT A REQUIREMENT FOR OTHER SPEECH-LANGUAGE HANDICAPPED (COMMUNICATION DISORDERS) PLACEMENT.

TURN TO PAGE 47 OF YOUR HANDBOOK TO FIND THE PSYCHOEDUCATIONAL STUDY FORM WHICH SUMMARIZES THE RESULTS OF THE EVALUATION AND DOCUMENTS EITHER AGREEMENT OR DISAGREEMENT WITH THE CONCLUSIONS. THE INFORMATION FOR THESE NINE ITEMS CAN EASILY BE OBTAINED BY REFERRING TO THE ASSESSMENT ANALYSIS COMPILATION YOU HAVE RECORDED FOR YOUR PROJECT STUDENT. A COMPLETED PSYCHOEDUCATIONAL STUDY FOR THE FICTITIOUS JOHN PAULS IS FOUND ON PAGES 49 AND 49a. REMOVE THESE PAGES FROM THE HANDBOOK FOR COMPARISON WITH THE ASSESSMENT ANALYSIS... NOW TURN BACK TO PAGE 45 TO JOHN PAULS' ASSESSMENT ANALYSIS. WITH THE PSYCHOEDUCATIONAL STUDY IN FRONT OF YOU, A RESPONSE FOR EACH ITEM OF THIS STUDY BASED ON EVALUATION EVIDENCE CAN BE ASCERTAINED BY REFERRING TO JOHN'S ASSESSMENT ANALYSIS. LET'S WALK THROUGH THIS STUDY TOGETHER TO ILLUSTRATE THE EASE WITH WHICH IT MAY BE COMPLETED USING THE ANALYSIS. THIS IS ANOTHER MULTIDISCIPLINARY TEAM TASK WHICH MAY BE PREPARED PRIOR TO THE IEP MEETING, HOWEVER, THE PARENT MUST BE INVITED TO ATTEND AND BE KEPT INFORMED OF THE PROGRESS OF THE ASSESSMENT TEAM.

ITEM ONE ON THE STUDY REQUIRES A STATEMENT OF WHETHER THE CHILD HAS A SPECIFIC LEARNING DISABILITY AND ITEM TWO REQUIRES A DESCRIPTION OF THE HANDICAP. READING VERTICALLY DOWN COLUMN FOUR ON ALL FOUR PAGES OF THE ANALYSIS--WEAKNESSES/NEEDS--THE SPECIFIC LEARNING DISABILITY WITH A DESCRIPTION OF THESE DISABILITIES WHICH ARE BASED ON ASSESSMENT ARE EASILY DETERMINED. . .

ITEM THREE SEEKS THE BASIS FOR MAKING THE ABOVE DETERMINATIONS. THIS INFORMATION CAN BE FOUND IN COLUMNS ONE AND TWO OF THE ANALYSIS. . .

ITEM FOUR IS CONCERNED WITH RELEVANT BEHAVIOR NOTED DURING THE OBSERVATION. ON PAGE 45c OF THE ANALYSIS ARE SUMMARIES OF FIVE REPORTS WHICH ADDRESS HOW JOHN FELT ABOUT HIS NEEDS AND HOW HE REACTED TO AND EXPRESSED HIS CONCERNS. THESE REPORTS ON PAGE 45c ALSO PROVIDE THE RESPONSES SOLICITED IN ITEMS 4 THROUGH 8 IN THE STUDY. . .

ITEM NINE REQUIRES A CREDENTIALED SCHOOL PSYCHOLOGIST'S SIGNATURE. NOTE THE EXCEPTIONS LISTED FOR THIS STATEMENT.

THE SIGNATURE PAGE PROVIDES SPACE FOR ALL TEAM MEMBERS TO CERTIFY THEIR AGREEMENT TO THE CONCLUSIONS OF THE REPORT. AT THE BOTTOM OF THIS PAGE THERE ARE INSTRUCTIONS TO BE FOLLOWED IN THE EVENT ONE OR MORE OF THE TEAM MEMBERS DOES NOT AGREE WITH THE CONCLUSIONS OF THE STUDY. IN SUCH CASES, STATEMENTS OF DISSENSION MUST BE DOCUMENTED AND ATTACHED TO PSYCHOEDUCATIONAL STUDY. THIS STUDY SHOULD BE AVAILABLE TO THE PARENT AT THE IEP MEETING. WRITTEN IN EVERYDAY, EASILY UNDERSTANDABLE LANGUAGE THIS STUDY MIGHT CLARIFY QUESTIONS PARENTS HAVE AT THE IEP MEETING. AFTER YOU HAVE COMPLETED YOUR STUDY OF THIS REPORT, REPLACE IT IN THE HANDBOOK...

THE CASE HISTORY AND SUMMARY OF DEVELOPMENTAL AND SCHOOL HISTORY FOR JOHN PAULS, PAGES 51 AND 52, HAS BEEN INCLUDED FOR YOUR INFORMATION. OBTAINING SUCH A HISTORY IS A REQUIREMENT IN THE ASSESSMENT OF A STUDENT WHOSE SUSPECTED PROBLEM IS IN THE REALM OF SPECIFIC LEARNING DISORDERS.

ON PAGES 53, 53a AND 53b YOU WILL FIND AN ELIGIBILITY FORM FOR SEVERE DISORDERS OF LANGUAGE, INCLUDING APHASIA. THIS FORM LISTS THE ELIGIBILITY REQUIREMENTS AS SET FORTH IN TITLE 5 REGULATIONS FOR SUCH PLACEMENT. IT IS OFFERED AS AN INVENTORY TO DETERMINE THAT THOSE REQUIREMENTS UNIQUE TO THIS PARTICULAR HANDICAP FOR SPECIAL EDUCATION PROGRAMS AND SERVICES HAVE BEEN FULFILLED.

YOUR ASSIGNMENT AT THIS POINT, IF YOUR PROJECT STUDENT IS EDUCATIONALLY HANDICAPPED, IS TO COMPLETE ONLY THE PSYCHOEDUCATIONAL STUDY. REMEMBER THIS IS A TEAM TASK IN REALITY. HOWEVER, FOR PURPOSES OF TRAINING YOU WILL NEED TO ASSUME ROLES OF ALL TEAM MEMBERS.

IF YOUR PROJECT STUDENT IS A CANDIDATE FOR PLACEMENT FOR SEVERE DISORDERS OF LANGUAGE, INCLUDING APHASIA, COMPLETE BOTH THE PSYCHOEDUCATIONAL STUDY AND ELIGIBILITY FORM FOUND ON PAGES 53, 53a AND 53b. THE ELIGIBILITY FORM CLEARLY SPECIFIES THE ADDITIONAL KINDS OF INFORMATION YOU WILL NEED: (1) SPONTANEOUS LANGUAGE SAMPLE WITH AN ANALYSIS, (2) AN AUDIOGRAM, AND (3) A STATEMENT BASED ON THE LANGUAGE SAMPLE AND/OR TEST RESULTS TO VERIFY THAT THE INDIVIDUAL DEMONSTRATES A SEVERE DISORDER OF LANGUAGE IN AT LEAST TWO OF THE FIVE LISTED AREAS OF LANGUAGE DEVELOPMENT. IT IS IMPORTANT THAT THESE THREE ITEMS BE AVAILABLE AT THE IEP MEETING. (WHENEVER POSSIBLE, IT IS ADVISABLE TO KEEP THE PARENTS INFORMED OF THE PROGRESS OF THE ASSESSMENT.) THE LANGUAGE, SPEECH, AND HEARING SPECIALIST MIGHT FIND THAT DISCUSSING THIS ELIGIBILITY REPORT WITH THE PARENT PRIOR TO THE MEETING WOULD PROVE A VALUABLE MEASURE IN EXPEDITING THE TASKS AT THE IEP MEETING.

THE PREPARATION OF THESE TWO FORMS CONCLUDES PREMEETING ACTIVITIES. IT NOW BECOMES THE DUTY OF THE ASSESSMENT TEAM COORDINATOR TO MAKE MUTUAL ARRANGEMENTS WITH THE PARENTS AND THE TEAM FOR THE ACTUAL E&P MEETING AT WHICH TIME THE IEP IS WRITTEN AND, THEN, BASED UPON THAT WRITTEN PROGRAM, PROGRAMS AND SERVICES ARE DETERMINED. HOWEVER, IF YOUR PROJECT STUDENT DOES NOT FALL INTO THESE CATEGORIES, BUT QUALIFIES AS OTHER SPEECH-LANGUAGE HANDICAPPED, THE PSYCHOEDUCATIONAL STUDY IS NOT A REQUIREMENT. ELIGIBILITY REQUIREMENTS FOR THIS HANDICAP ARE FOUND ON PAGE 55.

AS A LAST STEP IN THIS SEGMENT OF TRAINING, YOU WILL CHECK WITH THE ASSESSMENT CONSIDERATIONS ON PAGE 57 TO ASSURE THAT THE ASSESSMENT IS COMPLETE AND ADEQUATE.

IN REVIEW, YOUR ASSIGNMENT NOW IS:

FOR THE EH CANDIDATE AND THE CANDIDATE FOR SEVERE DISORDERS OF LANGUAGE, INCLUDING APHASIA, COMPLETE THE PSYCHOEDUCATIONAL STUDY, BE SURE THAT BOTH A SUMMARY OF EDUCATIONAL AND DEVELOPMENTAL HISTORY AND A CLASSROOM OBSERVATION BY SOMEONE OTHER THAN THE REGULAR CLASSROOM TEACHER ARE AVAILABLE.

IF YOUR PROJECT STUDENT IS A CANDIDATE FOR PROGRAMS AND SERVICES FOR THE SEVERE DISORDERS OF LANGUAGE, INCLUDING APHASIA, YOU WILL, IN ADDITION, COMPLETE THE FORM FOR ELIGIBILITY REQUIREMENTS FOR SEVERE DISORDER OF LANGUAGE, INCLUDING APHASIA. THE NEXT PORTION OF THE TRAINING TAPE, SEGMENT VIII, WILL FOCUS ON THE DETERMINING OF THE GOALS AND OBJECTIVES. PLEASE STOP THE TAPE AT THIS POINT AND RESUME WHEN YOU HAVE COMPLETED ALL OF THE FIRST SIX STEPS LISTED ON PAGE 15.

SDL
JULY, 1979

SEGMENT VIII

YOU HAVE COMPLETED THE FIRST SIX STEPS IN DEVELOPING AN IEP. THE TEAM COORDINATOR IS NOW RESPONSIBLE FOR NOTIFYING THE PARENTS OF THE MEETING TO DEVELOP THE IEP. THIS MAY NEED TO BE A TWO-MEETING ARRANGEMENT AS WAS DONE IN THE CASE OF JOHN PAULS. PLEASE REFER AT THIS POINT TO PAGE 21--THE IEP PROCESS LOG, ITEM #6. LISTED HERE ARE THE STEPS WHICH MUST BE ACCOMPLISHED WITH THE PARENTS NOW. THE DECISION TO BE MADE IS WHETHER OR NOT A NEED EXISTS FOR MORE THAN ONE MEETING TO SUMMARIZE RESULTS, CONSIDER ELIGIBILITY AND SERVICES NEEDED, WRITE THE IEP AND DETERMINE PLACEMENT.

PRIOR TO THE E&P MEETING, ASSESSMENT TEAM MEMBERS ARE ADVISED TO BRING TO THE MEETING WRITTEN NOTES WHICH WILL AID IN THE WRITING OF GOALS AND OBJECTIVES. HOWEVER, THE ACTUAL WRITING OF GOALS AND OBJECTIVES ON THE IEP FORM IS ACCOMPLISHED IN COMMITTEE.

IN PREPARATION FOR THIS MEETING, EACH TEAM MEMBER MUST CONSIDER--ON THE BASIS OF ASSESSMENT RESULTS--APPROPRIATE GOALS AND OBJECTIVES. STEP 7: DETERMINING GOALS AND OBJECTIVES, ON PAGES 59 AND 60, DISCUSSES THIS TOPIC. PLEASE TURN TO THIS STEP NOW, PAGE 59, AND REVIEW THE INFORMATION THERE.

THE LISTS OF EDUCATIONAL SKILLS AND BEHAVIORS OFFERED ON PAGES 61 TO 65 WERE COMPILED TO RELATE DIRECTLY TO THE AREAS OF FUNCTION WHICH MUST BE EVALUATED AS SET FORTH IN PL 94-142. THE LIST OF LANGUAGE DEVELOPMENT SKILLS AND BEHAVIORS FOUND ON PAGES 67 THROUGH 70 WERE COMPILED IN ACCORDANCE WITH TITLE 5 REGULATIONS FOR THE ASSESSMENT OF THE FIVE AREAS OF LANGUAGE DEVELOPMENT--PHONOLOGY, MORPHOLOGY, SYNTAX AND SEMANTICS AND PRAGMATICS. YOUR ATTENTION IS DIRECTED TO THESE TWO PARTICULAR LISTS AS YOU CONSIDER WHAT KINDS OF GOALS AND OBJECTIVES YOU NEED TO CONSIDER FOR

YOUR PROJECT CHILD. IF YOU WISH TO STUDY THESE MORE THOROUGHLY, STOP THE TAPE, AND DO SO NOW.

ON PAGES 71 THROUGH 79 YOU WILL FIND SUGGESTED INSTRUCTIONAL OBJECTIVES FOR ARTICULATION, LANGUAGE, AUDITORY DISCRIMINATION, AUDITORY MEMORY AND PRAGMATICS. THESE WERE INCLUDED IN THE HANDBOOK TO ILLUSTRATE A WAY IN WHICH INSTRUCTIONAL OBJECTIVES CAN BE DEVELOPED IN INCREMENTS TO ATTAIN A TERMINAL OBJECTIVE.

THE INTERVENTION MATRIX IN THE HANDBOOK, BEGINNING ON PAGE 247 LISTS MANY SOURCES OF MATERIALS THAT ARE DESIGNED TO PRESENT PROGRAMS IN A SEQUENTIAL MANNER AND ARE AN AIDE IN WRITING GOALS AND OBJECTIVES. THESE WERE ALSO INTENDED TO HELP IN PLANNING INTERVENTION TECHNIQUES AND STRATEGIES. MANY OF THE MATERIALS LISTED THERE ARE AVAILABLE FOR YOUR INFORMATION AND USE ON A LOAN BASIS FROM PROJECT HAPI'S OFFICE.

THE DETERMINING OF GOALS AND OBJECTIVES CANNOT BE DIVORCED FROM THE SELECTION OF INTERVENTION MATERIALS, THE EIGHTH STEP LISTED IN THE GUIDE ON PAGE 15 IN IEP DEVELOPMENT. THIS STEP IS DISCUSSED ON PAGE 81. THE SCHEMATIC PLAN FOR DEVELOPING IEP GOALS AND OBJECTIVES ON PAGE 83 SHOWS GRAPHICALLY HOW THE DAILY PLANS FOR INSTRUCTION AND INTERVENTION ARE TIED DIRECTLY TO THE STATED GOALS AND OBJECTIVES.

YOUR ASSIGNMENT NOW IS TO ACQUAINT YOURSELF WITH THE INTERVENTION SECTION OF THE HANDBOOK BEGINNING ON PAGE 235 AND CONTINUING THROUGH TO THE APPENDICES. ANOTHER SOURCE OF INFORMATION IN DEVELOPING GOALS AND OBJECTIVES AND IN THE SELECTION OF APPROPRIATE MATERIALS AND TECHNIQUES CAN BE FOUND IN THE COLLECTION OF MODEL IEP'S IN APPENDIX A. YOU MAY WISH TO ADD MATERIALS OF YOUR OWN TO THE MATRIX, AND TO THE SAMPLE RESOURCE SECTION FOR REFERENCE IN THE FUTURE. WHEN YOU HAVE COMPLETED THIS ASSIGNMENT, PLEASE RESUME THE TAPE. YOU MAY STOP THE CASSETTE PLAYER AT THIS POINT.

SDL
JULY, 1979

SEGMENT IX

SEGMENT IX OF THE TRAINING TAPES WILL DEAL WITH STEP 9: THE E&P COMMITTEE MEETING, FOUND ON PAGES 85 AND 86. IT IS ASSUMED THAT YOU HAVE READ THIS PORTION. IT SHOULD BE EMPHASIZED THAT WHILE ONLY ONE MEETING TO PLAN AND WRITE THE IEP IS MANDATED, IT IS RECOMMENDED THAT SCHEDULING MORE THAN ONE MEETING IS GOOD PRACTICE, REMEMBERING, OF COURSE, THAT THIS INVOLVES ALL REQUIRED PARTICIPANTS, INCLUDING THE PARENTS. THE PARENT SHOULD BE PROVIDED THE OPPORTUNITY TO ACT AS A DECISION MAKER ON AN EQUAL BASIS WITH EVERY OTHER MEMBER OF THE E&P TEAM. IT MUST BE RECOGNIZED THAT THE PARENTS, AS WELL AS THE EDUCATORS, HAVE A RESPONSIBILITY FOR THE EDUCATION OF THEIR CHILDREN, AS WELL AS THE EXPERTISE TO MAKE SOUND DECISIONS.

A WRITTEN REPORT OF THE DECISIONS OR CONCLUSIONS MADE IN ANY MEETING SHOULD BE MADE AVAILABLE FOR THE PARENTS WHETHER OR NOT THEY HAVE BEEN IN ATTENDANCE. THE REPORT FORM ON PAGE 87 ILLUSTRATES SUCH A FORM, AND THE SAME FORM COMPLETED FOR OUR FICTITIOUS CHILD, JOHN PAULS, FOLLOWS ON PAGE 87b. WHEN SUCH A PRELIMINARY MEETING HAS OCCURRED AND A REPORT TO THE PARENT HAS BEEN MADE, CERTAIN ELEMENTS MAY BE ENTERED ON THE IEP FORM PRIOR TO THE E&P MEETING IN WHICH THE IEP IS COMPLETED. THE CHECKLIST PROVIDES A FORMAT FOR PREPARING AN AGENDA FOR THE E&P MEETING. A SAMPLE AGENDA HAS BEEN INCLUDED IN YOUR TRAINING PACKET. SUCH AN AGENDA PROVIDES A FORMAT FOR ALL MEMBERS, INCLUDING THE PARENT, AND THE STUDENT WHERE APPROPRIATE, TO USE THROUGHOUT THE MEETING. AN INFORMAL AND COMFORTABLE ATMOSPHERE MAY BE MORE CONDUCIVE TO PARENTAL INVOLVEMENT, HENCE, A WRITTEN AGENDA SHOULD BE VIEWED AS A GUIDE TO KEEP THE TEAM "ON TRACK" RATHER THAN A RIGID PROTOCOL.

THE COMPLETED IEP FOR JOHN PAULS IS INCLUDED ON PAGE 91. YOU WILL NOTE THAT THE SPECIAL EDUCATION PLACEMENT IS DESIGNATED AS AN EH PLACEMENT WITH LANGUAGE-SPEECH SERVICES AS A RELATED SERVICE. SUCH A CASE WAS FOLLOWED TO DEMONSTRATE THE ROLE THE LANGUAGE, SPEECH AND HEARING SPECIALIST PLAYS

IN THE DEVELOPMENT OF AN IEP WHEN THE PRIMARY PLACEMENT IS OTHER THAN SPEECH AND LANGUAGE SERVICES. PREVIOUS HAPI TRAINEES HAVE FOUND THAT SOME OF THE OTHER HAPI HANDBOOKS ALSO AIDE THE LANGUAGE-SPEECH SPECIALIST IN ASSESSMENT OF OTHER HANDICAPPING CONDITIONS--IN PARTICULAR, THE HANDBOOK FOR THE SEVERELY HANDICAPPED, SPECIFICALLY THE TRAINABLE MENTALLY RETARDED AND DEVELOPMENTALLY DELAYED.

YOU WILL FIND SEVEN MODEL IEP'S IN APPENDIX A OF THIS HANDBOOK THAT ILLUSTRATE DIFFERENT HANDICAPS THAT FALL WITHIN THE RESPONSIBILITY OF THE LANGUAGE-SPEECH-HEARING SPECIALIST FOR REMEDIATION AND INTERVENTION.

FOR THE PURPOSES OF THIS TRAINING, YOU WILL ASSUME THAT TWO PLANNING MEETINGS WERE HELD TO DEVELOP THE IEP. YOUR ASSIGNMENT FOR THIS PORTION OF THE TRAINING CONSISTS OF THREE STEPS:

(1) WRITE A REPORT APPROPRIATE FOR YOUR PROJECT STUDENT ON THE ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION FORM. YOU WILL FIND THIS IN YOUR TRAINING PACKET.

(2) COMPLETE THE IEP ASSUMING ALL THE ROLES OF THE TEAM IF YOU ARE TRAINING BY YOURSELF.

(3) EVALUATE YOUR COMPLETED IEP BY USING THF CHECKLIST ON PAGES 89 AND 90. ITEM 12 "IEP IS LEGIBLE IN ENTIRETY" SHOULD NOT BE OVERLOOKED. A CHECKLIST IS ALSO PROVIDED IN YOUR TRAINING PACKET.

WHEN YOU HAVE COMPLETED THIS ASSIGNMENT, YOU MAY RESUME THE TAPE FOR THE FINAL PORTION OF THE TRAINING.

SEGMENT X

THIS IS THE CONCLUDING SEGMENT OF THE TRAINING. YOU HAVE FOLLOWED YOUR PROJECT CHILD FROM INITIAL IDENTIFICATION THROUGH THE MANDATED STEPS TO IEP DEVELOPMENT AND DETERMINATION OF PROGRAMS AND SERVICES. STEP 10: IMPLEMENTING THE IEP, PAGE 93, DISCUSSES THIS STEP BRIEFLY. IN ADDITION, SEVERAL SUGGESTIONS ARE IN ORDER FOR IMPLEMENTATION.

IT IS RECOMMENDED THAT A WRITTEN PLAN OF INTERVENTION BE DEVELOPED PERIODICALLY. IT SHOULD INCLUDE INCREMENTS BUILDING TOWARD THE TERMINAL OBJECTIVES ON THE IEP, STRATEGIES PLANNED, AND THE MATERIALS AND EQUIPMENT NEEDED. A REPORTING SYSTEM TO THE PARENTS SHOULD BE SET UP, WITH A MEANS FOR DOCUMENTING PARENTAL INVOLVEMENT. ANOTHER SUGGESTION TO CONSIDER IN THE IMPLEMENTATION OF THE IEP CONSISTS OF PREPARING A COPY OF THE STUDENT'S PROPOSED DAILY SCHEDULE FOR THE PARENTS, INCLUDING WHERE INSTRUCTION IS TO TAKE PLACE AND WHO IS RESPONSIBLE FOR THIS INSTRUCTION. MAKING SUCH INFORMATION AVAILABLE TO THE PARENT IS ANOTHER AVENUE IN KEEPING COMMUNICATION CHANNELS OPEN BETWEEN THE SCHOOL AND THE PARENT. WITH IMPLEMENTATION OF THE IEP, YOU HAVE NOW COMPLETED THE IEP PROCESS LOG.

STEP 11: REVIEW OF THE IEP, PAGE 95, REFERS TO TITLE 5 REGULATIONS WHICH ADDRESS THE REVIEW OF THE IEP. THE LAW IS SPECIFIC ABOUT THE NEED FOR CONTINUING ATTENTION TO A HANDICAPPED CHILD'S NEEDS AS THE INDIVIDUAL DEVELOPS. WHILE A REVIEW OF THE IEP MUST BE HELD AT LEAST ANNUALLY AND A NEW IEP WRITTEN, A REQUEST FOR A REVIEW OR REVISION MAY BE SUBMITTED AT ANYTIME BY THE PARENTS, SCHOOL PERSONNEL, A RESPONSIBLE COMMUNITY PROFESSIONAL OR, IF APPROPRIATE, THE STUDENT HIMSELF. IN SUCH AN EVENT, THE E&P COMMITTEE WOULD RECONVENE THE PRESENTING PROBLEM.

PAST TRAINEES HAVE INDICATED THEY HAVE FOUND THIS HANDBOOK A CONVENIENT AND HANDY RESOURCE THROUGHOUT THE YEAR. SOME HAVE DESCRIBED IT AS AN "ON THE TOP OF THE DESK REFERENCE." OTHERS HAVE REPORTED HAVING ADDED THEIR OWN MATERIALS TO IT, THUS BUILDING A COMPENDIUM OF RESOURCES.

YOUR FINAL ASSIGNMENT AS A TRAINEE WILL BE DUE AFTER A SEMESTER OF USE WITH THE HAPI MATERIALS. THIS ASSIGNMENT CONSISTS OF EVALUATING THIS HANDBOOK. THE HANDBOOK EVALUATION FORM IS APPENDIX D, PAGES 361 AND 362. YOUR CANDID CRITIQUE IS INVITED. THANK YOU FOR YOUR COOPERATION.

Project HAPI

IEP PROCESS LOG

Student ______________________ B/D __________ Grade ____ Teacher ______________

School ______________________ Team Coordinator ______________________

	Date	Initial
1. Referral for assessment received by team coordinator. . . .		
2. Development of assessment plan:		
A. Parent notified of informal meeting.		
B. Evaluation team members notifed.		
C. Assessment Record utilized.		
D. Assessment Analysis provided each team member		
E. Timelines established for:		
(1) Completion of assessment.		
(2) Assessment Analysis to be delivered to team coordinator.		
(3) Psychoeducational study completed (for EH & SDL) .		
(4) Assessment Analysis compiled by team coordinator. .		
3. Assessment plan and parent and student rights and procedural safeguards delivered to parents.		
4. Receipt of parental consent to assess documented.		
5. Conduct assessment per plan (see full Assessment Record). .		
6. Coordinator collect and compile findings on Assessment Analysis.		
A. Notify parents of:		
(1) Meeting (if indicated) to determine adequacy and findings of assessment.		
(a) Notice delivered.		
(b) Report of meeting delivered.		
AND/OR		
(2) E&P committee meeting for IEP (when one meeting only is needed) planning and determination of educational placement.		
7. Parent's response to item 6, (1) received/documented. . . .		
Parent's response to item 6, (2) received/documented. . . .		

8. Agenda prepared for E&P committee meeting. . . . . ________ ______

9. E&P committee meeting:

   A. IEP--written and signed by participating members . . . . ________ ______

   B. Written parental consent for educational placement documented. . . . . ________ ______

10. IEP implemented . . . . ________ ______

Project HAPI

REFERRAL TO ASSESSMENT TEAM

School ____________________ Date __________ Person Initiating Referral __________

Student ____________________ BD __________ CA __________ Sex __________

Personal Identifier __________ Current Teacher __________ Grade __________ Current Placement __________

No. Yrs. Enrolled in School __________ Native Language __________ How Determined __________

Parent(s)/Guardian(s) ____________________ Phone __________

Address ____________________

Native Language of Home __________ School District of Residence ____________________

Assessment Team Coordinator ____________________ Date Referral Received __________

Reason for Referral:

Background Information:

Educational History (include previous significant test scores, data reports, samples of work, etc.).

Health/Medical History

Previous Interventions/Strategies

Form 629 – I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE – Project Coordinator
CANARY – Agency File
PINK – Originator

Project HAPI **ASSESSMENT RECORD**

Name ______________________ Grade ____________

Birthdate ______________________ Date ____________

* * * * * * * * * * *

DATE	ASSESSMENT	EXAMINER
	HEALTH STUDY	
	Vision Acuity	
	Auditory Acuity	
	Current Health	
	LEARNING STYLE	
	ACADEMICS	

Form 630 – WHAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

DATE	ASSESSMENT	EXAMINER
	LANGUAGE	
	PSYCHOMOTOR	
	PRE-VOCATIONAL/VOCATIONAL	
	SOCIAL ADAPTATION/EMOTIONAL STATUS	
	SELF-HELP SKILLS	

Note: No carbon required.
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WHITE – Project Coordinator
CANARY – Agency File
PINK – Originator

Project HAPI

SPECIFIC LEARNING DISABILITY ASSESSMENT RECORD
FORM B

Name ______________________ Grade ____________

Birthdate ______________________ Date ____________

* * * * * * * *

DATE	ASSESSMENT	EXAMINER
	ORAL EXPRESSION	
	LISTENING COMPREHENSION	
	WRITTEN EXPRESSION	
	DEVELOPMENTAL HISTORY (CAC 53421(a)(1)(2))	

Form 632 – I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

DATE	ASSESSMENT	EXAMINER
	BASIC READING SKILLS	
	READING COMPREHENSION	
	MATHEMATICS CALCULATIONS/REASONING	
	CLASSROOM OBSERVATION	
	INTELLECTUAL FUNCTIONING	

Note: No carbon required.
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Project HAPI

Page 1 of 2

NOTIFICATION OF REFERRAL
PARENT CONSENT TO ASSESSMENT PLAN CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES

Student ______________________________ Date sent ______________________

REASONS FOR REFERRAL: Your son/daughter has been referred to the assessment team (_____ EAS, _____ SAT, _____ E&P) due to concerns about his/her current performance as described:

Possible program alternative(s): ______________________________

The assessment team is a group of appropriately credentialed school personnel who make recommendations to provide educational services best suited to a student's needs. To aid in planning an appropriate program for the student, the team needs to conduct an assessment. The assessment plan below lists the procedures, tests, records or reports proposed for use in evaluation. This assessment will include adequate procedures to evaluate visual perceptual or other perceptual problems. All tests to be used are appropriate and nonbiased for the student.

ASSESSMENT PLAN – Date to be completed ______________________

Person Responsible	Assessment Tool	Description of Tool	Reason for Using

Form 627–I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE – Project Coordinator
CANARY – Agency File
PINK – Originator

A copy of *Parent and Student Rights* has been enclosed for your information and understanding. Parents have the right to take part in providing information and in making decisions about their child's education. If you have any questions regarding your rights or steps to follow in exercising your rights, you may contact your child's school or the school district office.

I give my consent for any of the above evaluations to be made as outlined within 35 days after receipt by the school of this consent. I understand that the results will be kept confidential and that I will be invited to a meeting when the assessment is completed to review the results and discuss program possibilities. It is my understanding that no change in educational placement will be made. I also acknowledge receipt of the Parent and Student Rights, including due process and procedural safeguards.

______________________________ ____________________
Parent/guardian signature *Date*

If you have any questions, please call: ______________________________ ______________
Assessment team coordinator signature *Phone*

Please sign and return to:

____

____

____

Date returned: ______________________________

☐ Copy provided to parents in primary language

Form 627-1/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

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Project HAPI

ASSESSMENT ANALYSIS

Name ______________________ B/D __________ CA ________ Grade __________ Date ______________ Examiner ____________________

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.

Form 626-I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6 79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

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Project HAPI

ASSESSMENT ANALYSIS

Name ______________________ B/D __________ CA ________ Grade __________ Date ______________ Examiner ________________

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.

Form 626-1/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6 79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE – Project Coordinator
CANARY – Agency File
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Project HAPI

Eligibility Requirements for Severe Disorder(s) of Language, Including Aphasia

Attach to assessment analysis and/or psychoeducational report.

Name:_________________________________ Date:___________________

Certify by checking that all tests used were (F.R. 121.a 532):

- ___ Culturally appropriate.
- ___ In primary language or in student's mode of communication.
- ___ Validated for specific purposes for which used.
- ___ Administered by appropriately credentialed personnel.
- ___ Accurately reflect student's aptitude/achievement level rather than reflecting impaired sensory, manual or speaking skills (except where those skills are the factors the test purports to measure).
- ___ Related to all areas of suspected disability.

LANGUAGE, SPEECH AND HEARING SPECIALIST

1. Individual demonstrates a severe disorder of language in at least two areas of language development:

Phonology

Test and results:

Language sample:

Syntax

Test and results:

Language sample:

Morphology

Test and results:

Language sample:

Pragmatics

Test and results:

Language sample:

Semantics

Test and results:

Language sample:

*2. Individual's score on culturally appropriate standardized tests or subtests of language assessment in the primary language falls lower than two standard deviations below the individual's mental age:

Tests	Scores
1.________________	1.________________
2.________________	2.________________
3.________________	3.________________
4.________________	4.________________

*3. Individual shows a severe disorder of language as determined by an analysis of a representative spontaneous language sample. Assessment is recorded under item one and analysis is attached.

4. Individual (does have/does not have) an educationally significant hearing loss. (Attach audiogram.)

5. The severe disorder of language is not attributable to child having a primary language other than English:

Tests	Scores
1.________________	1.________________
2.________________	2.________________
3.________________	3.________________

________________________________ ________________
Language, Speech and Hearing Specialist's Signature Date

CREDENTIALED OR LICENSED AUDIOLOGIST

1. Individual has an educationally significant hearing impairment determined by assessment of auditory function. (Attach audiogram.)

Speech response threshold:________________________________

Recruitment Yes__________ No__________

Pure tone threshold R__________ L__________

Amplification R__________ L__________

Effect of loss as related to language disorder:

Credentialed or Licensed Audiologist's Signature ____________ Date ____________

CREDENTIALED SCHOOL PSYCHOLOGIST

*1. The individual achieves a level of performance as measured by nonverbal performance instruments which is above the score which represents two standardized deviations below the mean:

Tests	Scores
1.	1.
2.	2.
3.	3.

Credentialed School Psychologist's Signature ____________ Date ____________

*Any exception to any of these three items should be agreed upon by the E&P/SAT/EAS team which includes the parent. Such exception shall be documented here with statement, signatures and dates.

THE PSYCHOEDUCATIONAL STUDY
Results of Evaluation

Name ______________________ Sex ________ Birthdate ____________ Grade ________

[CAC 5 3421(b) and 45CFR 121a.543] Written report must include a statement of:

1. Whether child has a specific learning disability.

2. Description of handicap.

3. Basis for making the determination.

4. Relevant behavior noted during observation of child.

5. Relationship of that behavior to the child's academic functioning.

6. The educationally relevant medical findings, if any.

7. Whether a severe discrepancy exists between achievement and abilities which is not correctable without special education and related services for individuals determined to be learning handicapped or behavior disordered.

8. Team determination of any effects of environmental, cultural or economic disadvantage.

Form 636–I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 7-79

Note: No carbon required.
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PINK – Originator

9. Psychologist's statement.

In my professional judgment ______________________________ *basic learning skills fall below the normal range of functioning and are not primarily attributable to mental retardation, or limited-English-speaking status. (This statement shall not be required for an individual whose learning or behavior disorder is determined to be a serious emotional disturbance or autism.) (Section 3420 (c) (d))*

____

Credentialed school psychologist's signature — Date

I certify that the attached report reflects my conclusions regarding ______________________________

______________________________ based on results of evaluation.

(Directions: Document the designated coordinating team member on signature line.)

	Date
Special education administrator/designee's signature	
Experienced special education teacher's signature	
Regular education teacher's signature	
*School psychologist's signature	
*Language, speech and hearing specialist's signature	
School nurse's signature	
Other signature	
Other signature	
Other signature	

*Has examined student.

Any dissenting member must submit a separate statement presenting his/her conclusions. Attach such statement(s) to this study.

Form 635–I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 7-79

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Project HAPI

ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION

Date ______________________ Name ______________________

School ______________________ Grade ______________________

Dear ______________________ :

A request has been received by the Eligibility and Planning Team (E&P) to meet on

______________ at ______________ a.m. / p.m. located at ______________________
(date) (time) (place)

for the reasons listed below:

1. Proposed action: ______________________

2. Reasons for proposal: ______________________

3. Options considered: ______________________

4. Reasons for rejection of options: ______________________

5. Assessment procedures used: ______________________

6. Records considered: ______________________

7. Other factors: ______________________

Form 628 – I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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Your presence is requested at this meeting. *You must notify this office if you do not plan to attend.*

You may wish to invite one of the following to this meeting to represent your child and/or provide additional information that could aid the committee: i.e., social worker, teacher, psychologist, optometrist or teacher. If you do so wish, please complete the section below. Only the person(s) you have authorized may participate in this meeting. It is important that you understand that the district DOES NOT have authorization or funds to pay you or your representative(s) at this time.

- -

I give my consent for the following to attend the E&P meeting and authorize them to speak in behalf of my child:

Name ______________________________ Address ______________________________

Relationship to student ______________________ ______________________________

Name ______________________________ Address ______________________________

Relationship to student ______________________ ______________________________

I/we, the parent(s)/guardian(s) of the above student WILL _____ WILL NOT _____ attend the meeting.

______________________________ ______________________________

Parent/guardian signature *Date*

______________________________ ______________________________

Parent/guardian signature *Date*

- -

Please sign the above statement and return to:

____

____

Thank you.

Form 628 – I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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Draft No. 7: 5-23-79
Project HAPI

INDIVIDUALIZED EDUCATION PROGRAM

Student ______________________ BD ________ CA ________

Personal Identifier ______________________ Sex ________

Teacher ______________________ No. Yrs. Enrolled in School ________ Grade ________

School ______________________ Special Program ________

Date of Initial Enrollment in Special Education ________ *Projected Date of Placement ________ Anticipated Duration of Placement ________

Career/Vocation Education Program ______________________

Extent of Regular Class Placement ______________ % P.E. Program ________

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language:

Academics:

Social Adaptation/Emotional Development:

Psychomotor:

Prevocational/Vocational Skills:

Self-Help Skills:

Learning Style (Modality):

Learning Approach (e.g., reflective, persistent, etc.)

Health Status:

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):

Date of Meeting ______________________

Parents ______________________ Phone ________

Address ______________________

Native Language of Pupil ______________ How Determined ______________

Native Language of Home ______________ School District of Residence ______________

RATIONALE FOR PLACEMENT

Functional description of handicap:

Specific special education to be provided:

Related services to be provided:

Special material/equipment to be provided:

Provision(s) for possible transition into regular classroom program:

Rationale for Least Restrictive Environment:

Form 631–I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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PINK—Originator

Student ____ **Page 2 of 3**

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^{xx} sign below: Date

Parent/designee signature

Parent/designee signature

Student signature

Special education administrator/designee signature

Regular education teacher signature

*School psychologist signature

*Language, speech, and hearing specialist signature

School nurse signature

Special education teacher signature

Interpreter signature

Other signature (specify)

Other signature (specify)

*Has evaluated pupil

^{xx}Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Determination of extended school year services (CAC 3306(e)):

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Specified Special Education Placement

Parent/designee signature Date

Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Parent/designee signature Date

Parent/designee signature Date

Form 631—1/HAPT
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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Project HAPI

Student ______________________________

Page 3 of 3

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria. Person responsible Date established	Date ______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

Form 631–I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

*CAC Title 5 – 3307

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Project HAPI

CHECKLIST FOR EVALUATING THE IEP

All items on the HAPI IEP form require a response.

_____1. Personally identifiable information legible and accurate.

_____a. Student name
_____b. Birthdate
_____c. Chronological age
_____d. Personal identifier
_____e. Sex
_____f. Number previous years enrolled in school
_____g. Date of initial enrollment in special education
_____h. Grade
_____i. Date of meeting
_____j. Parents
_____k. Phone
_____l. Address
_____m. Native language of pupil, and
_____n. How determined
_____o. Native language of home
_____p. School district of residence

This information may be completed on IEP prior to E&P meeting.

E&P chairperson should confirm accuracy of this information prior to IEP consideration, decisions and writing of IEP in committee.

_____2. Indicate present levels of function (state "age appropriate" where no need exists. Where needs exist, use statement rather than test scores).

_____a. Communication/language
_____b. Academics
_____c. Social adaptation/emotional development
_____d. Prevocational/vocational skills
_____e. Self-help skills
_____f. Learning Style (Modality)
_____g. Learning approach
_____h. Health status

See suggestions in handbook.

These items may be completed prior to writing of goals, objectives, programs and services needed, when more than one planning meeting is indicated. This information should be available from assessment analysis compilation.

_____3. Annual goals based directly on assessment findings state general aims.

_____4. Short-term instructional objective(s) written fulfill each annual goal. Specify time, observable behavior, evaluation conditions and criteria.

- _____a. Document person responsible for implementing (not mandated but recommended).
- _____b. Date objective established.

_____5. Rationale for placement (statements require specificity and must reflect all areas of need).

- _____a. Functional description describes educational need(s) in understandable language.
- _____b. Specific special education to be provided--designates specially designed programs based on goals, including special physical education and/or vocational programs.
- _____c. Related services to be provided describes additional services required to fulfill goals and objectives.
- _____d. Special material/equipment to be provided by school district to meet goals and objectives.
- _____e. Provision(s) for possible transition into regular class placement permits flexibility to move toward least restrictive environment.
- _____f. Rationale for least restrictive environment gives reason for recommended placement.

_____6. Establish (for this IEP implementation) specific:

- _____a. Teacher
- _____b. School
- _____c. Special program
- _____d. Date of initial enrollment in special education.
- _____e. Project date of placement (note exception).
- _____f. Anticipated date of placement.
- _____g. Career/vocational education program
- _____h. Extent of regular class placement (percent of time on weekly basis).
- _____i. Physical education program

_____7. Secondary level graduation requirements.

_____8. Determination of extended school year services (specificity need).

_____9. Participating IEP committee members (in attendance) signature and date document the statement of compliance with legislation in referral, assessment, IEP development and special education placement processes.

_____10. Written parental consent to placement as specified documented.

_____11. Informed voluntary acknowledgement of receipt and understanding of rights and protections documented.

_____12. IEP is legible in entirety.

PROJECT hapi Update

February 15, 1980

DUE DATE TODAY!!!

Thanks to all the 1979-80 HAPI participants and review panel members who have forwarded the questionnaires, evaluations, posttest data, etc. to the project office. With all this in hand, the project staff is armed with the information needed to write the application for dissemination.

* *

EXTRA! EXTRA! IEP CHANGE

Gordon Duck, assistant superintendent and director, Office of Special Education, California State Department of Education, has pointed out in a January 14, 1980 letter that the recent decision regarding parental consent for the contents of the IEP must be adhered to at this time. Please read this carefully--it is important!

> "Subject: Opinion of the Office of the Attorney General on Parents' Consent Required of the Contents of the Individualized Education Program
>
> The Attorney General's opinion on the subject of individualized education programs and parental consent addresses two substantive issues:
>
> 1. Whether parental consent is required for the contents of a child's individualized education program.
>
> 2. Whether the hearing procedure established in Title 5, California Administrative Code, Sections 3124(a) and 3308(a), which would permit the override of a parent's denial of consent, is valid and enforceable.
>
> The opinion concludes that parental consent is required for the entire individualized education program for an individual with exceptional needs, not just for the placement component. Furthermore, if a parent refuses to consent to an established individualized education program for his child, there is no procedure which would authorize a local education agency to override the denial of such consent.

EXTRA! EXTRA! IEP CHANGE CONTINUED

Some significant implications of the Attorney General's opinion are as follows:

1. Although the opinion cites and relies only on Master Plan statutory and regulatory authority, the opinion must be applied equally to non-Master Plan areas in order to assure equal protection of the law for all individuals with exceptional needs.

2. As of the date of this communication, all newly developed and revised individualized education programs must have parental consent prior to their implementation. Upon parental request, a pupil's current individualized education program developed or revised prior to this communication must be returned to the parent to solicit consent to the entire program.

3. If a parent does not consent to a pupil's individualized education program or the assessment of the pupil, the local education agency may not implement the individualized education program or assess the pupil. In accordance with the Attorney General's opinion, Sections 3124(a) and 3308(a) of Title 5, California Administrative Code are void and unenforceable. After attempts to reach agreement and obtain parental consent to the pupil's individualized education program or assessment plan have failed, then the pupil would attend the regular school's program, at the grade appropriate to his or her level of educational achievement in accordance with the Attorney General's opinion.

   The fair hearing process is still available, however, to a parent to determine the appropriateness of a contested individualized education program or assessment.

Inquiries regarding this opinion may be directed to the Department's Legal Office (telephone 916-445-4694)." (State Department of Education)

You may wish to discuss this letter with your director of special education. If you need a copy of the above letter, contact Project HAPI's office.

* *

U.S. OFFICE OF EDUCATION CLARIFIES DIFFERING IEP INTERPRETATIONS

"Short-term instructional objectives" on the IEP, according to the U.S. Office of Education have a "different meaning" than the objectives

U.S. OFFICE OF EDUCATION CLARIFIES DIFFERING IEP INTERPRETATIONS CONTINUED

in daily or weekly instruction plans. These objectives are simply outcomes or milestones for indicating progress in meeting annual goals. Therefore, these objectives must be completed on the IEP to comply with PL 94-142. (This was addressed in HAPI trainings.)

OE further says that it is not appropriate to place a child in special education and then, later, to develop the IEP. Under PL 94-142, IEPs must be developed and agreed to by professionals and parents before the child is placed in special education. However, at state and local option, teachers can expand the IEP after placement with more specific objectives or lesson plans.

OE says union officials cannot attend IEP meetings if student records are discussed, except with parental permission. HEW's Fair Information Practice Office writes, "It is improper to include parties whose participation is intended to protect the interest of teachers rather than the interest of the student." To do so would violate the confidentiality and procedural safeguards of PL 94-142.

* *

EDITING OF HAPI'S VIDEO PROGRAM NEAR COMPLETION

HAPI's video program EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP will soon be available in a three-part series:

PART I: AN INTRODUCTION TO THE IEP PROCESS

PART II: ASSESSMENT PLANNING
THE FIRST 15 SCHOOL DAY PERIOD

PART III: ASSESSMENT + INTERVENTION = IEP
THE 35 SCHOOL DAY PERIOD

In addition, a guide has been written to accompany the video program. This guide gives a synopsis of each part, some implications for use, discussion questions, and includes masters for overhead transparencies which coordinate with the video presentations.

The evaluations and comments from HAPI participants and review panel members have proven a real help. Project HAPI owes Dr. Doyle Knirk, San Diego County Department of Education, a big "thank you" for the time and direction he has volunteered during the editing of the video program. So, "thank you," Dr. Knirk, your input was most welcome and appreciated!

* *

TEST MANUALS NEEDED

Participants who have borrowed copies of the PIAT, WRAT, and KEY Math for HAPI posttesting please return them as soon as possible. There are others who are waiting to use them.

* *

ATTENTION - HANDBOOK CORRECTIONS

All handbooks - See Appendix B: The Composition of E&P and/or IEP Committee. Note the last category listed, "(d) Orthopedic or Other Health Impaired," column 4 change "yes" to "optional" and column 8 change "yes" to "optional."

The EDUCATIONALLY HANDICAPPED handbook ONLY. On the title page the author's name is misspelled. Change to "Grace Hanggi-Noe." Page iv - The first sentence is in error. Dr. Lawrence C. Barry is the project director (not coordinator). Pages 63 and 64. The pagination of these pages is reversed. Page 63 change to 64. Page 64 change to 63. To accomplish correct sequence you will need to remove the page and use your three-hole punch. While this does not improve the aesthetic quality it does give the correct continuity. (Sorry!)

* *

RECALLING AUDIOCASSETTES FOR THE VISUALLY IMPAIRED HANDBOOK

Problems in the reproduction of the audiocassettes which accompany the VISUALLY IMPAIRED handbook have been found in Segments One and Two. Please check yours. If it is faulty, return it to the project office and it will be replaced. Thanks to the members of the review panel for identifying this problem.

* *

ANY MORE CORRECTIONS?

The project staff appreciates learning of any corrections needed in the project materials. You are encouraged to call 292-3719 to report needed changes.

* *

MORE TO COME. . . . . . . AFTER SPRING VACATION!

RECOMENDACIÓN PARA UNA EVALUACIÓN
CONSENTIMIENTO PATERNO PARA CONSIDERAR UN PLAN PARA EDUCACIÓN ESPECIAL Y SUS SERVICIOS

Nombre del estudiante ______________________________ Fecha de referencia ________________

RAZONES PARA LA RECOMENDACIÓN: su hijo ha sido recomendado al grupo de evaluadores (_____EAS, _____SAT, ____E&P) debido a su comportamiento actual que enseguida describimos:

Posible programa alternativo: ____

El grupo de evaluadores se compone de un personal escolar con sus credenciales debidamente acreditadas y es el indicado para recomendar los servicios especiales adaptados a las necesidades del estudiante. Para poder planear el programa adecuado para cada estudiante, los evaluadores necesitan conducir la evaluación. Dicho plan de evaluación describe a continuación los procedimientos, pruebas, documentación o reportes que se planean usar, incluyendo procedimientos para evaluar la percepción visual y otros problemas de percepción. Todas las pruebas que se usarán son las más apropiadas y no perjudicarán de ninguna manera al estudiante.

PLAN DE EVALUACIÓN - Fecha en que se completará la evaluación ______________________

Persona Responsable	Instrumento de Evaluación	Descripción del Instrumento	Razón para su uso

Forma 627-1/HAPI
Supte. de Escuelas, Depto. de Educ.
Condado de San Diego

NOTA: No se requiere copia al carbon
(escriba a máquina o con tinta escribiendo firmamente)

BLANCO: Director del Proyect
AMARILLO: Archivo
ROSA: Iniciador

Una copia de los *Derechos de los Padres y del Estudiante*, ha sido incluída para su información. Los padres tienen el derecho de participar y proporcionar información y tomar decisiones referente a la educación de su hijo. Si usted desea más información con respecto a sus derechos o a los procedimientos para ejercer estos derechos, puede comunicarse a la escuela de su hijo o a la oficina del distrito escolar.

> *Doy mi autorización para que las evaluaciones previamente descritas sean llevadas a cabo dentro de un periodo de 35 días después de que la escuela haya recibido esta autorización. Entiendo que los resultados serán confidenciales y que se me invitará a la junta cuando la evaluación se haya completado para ver los resultados y discutir los posibilidades del programa. Es de mi conocimiento que no habrá ningun cambio en la colocación educativa. También acuso de recibo una copia de los Derechos de los Padres y del Estudiante, incluyendo el proceso legal y procedimientos de protección.*

_______________________________ *Firma del padre o tutor*

_______________________________ *Fecha*

Si desea mayor información por favor comuniquese con: _______________________________ *Firma del Coordinador del Grupo de Evaluadores*

_______________________________ *Teléfono*

Favor de firmar y devolver a:

____

____

____

Fecha de devolución: _______________________________

☐ Copia proporcionada a los padres en su idioma nativo

493

494

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Supte. de Escuelas, Depto. de Educ.
Condado de San Diego 8/79

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ROSA: Iniciador

ESTUDIO PSICOEDUCACIONAL

1 de 2

Proyecto HAPI

Resultados de la Evaluación

Nombre ____________________________ Sexo_____ Fecha de nacimiento__________ _____Grado

(CAC 5 3421 (b) y 45FR 121a.543) El reporte escrito debe incluir una declaración de:

1. Si el niño tiene una desventaja específica para el aprendizaje.

2. Descripción de la desventaja.

3. Razones para llegar a la determinación.

4. Características del comportamiento estudiadas durante el periodo de observación.

5. Relación de las características en el funcionamiento académico del niño.

6. Resultados conectados con condiciones físicas que pueden afectar educacionalmente al niño, si las hay.

7. Gran discrepancia entre los logros y habilidades que no pueden corregirse sin educación especial y sus servicios relacionados, diseñados para individuos que se ha determinado tienen desventajas en el aprendizaje o de comportamiento.

8. Determinación del grupo de evaluadores sobre efectos ambientales, culturales o desventajas económicas.

Forma 635/HAPI
Junta de Escuelas Depto. de Edu

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[illegible]

BLANCO: Director del Proyecto
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ROSA: Iniciador

9. Reporte del Psicólogo

En mi opinion profesional ________________________________, las habilidades básicas para aprender estan dentro del alcance normal de los funcionamientos, sobre todo no atribuyen a una retardación mental, ni tampoco por tener conocimientos limitados del idioma inglés. (Este informe no será requerido para individuos cuyos desórdenes en el aprendizaje y de comportamiento sean debido a serios trastornos emocionales o autismo)

____

Firma del psicólogo de la escuela   Fecha

Yo certifico que el reporte adjunto refleja mis conclusiones con respecto a ____________

____, basados en los resultados de la evaluación.

(Instrucciones: Un miembro del grupo hay que identificarse como el coordinador del grupo.)

	Fecha
Firma del administrador o su representante en educación especial	
Firma del maestro especializado en educación especial	
Firma del maestro de educación regular	
*Firma del psicológo de la escuela	
*Firma del especialista de oído, habla y lenguaje	
Firma de la enfermera de la escuela	
Otra firma adicional	
Otra firma adicional	
Otra firma adicional	

* psicólogo que ha examinado al estudiante

Cualquier miembro que no esté de acuerdo debe presentar por separado su informe con sus conclusiones. Adjunte dicho informe con este estudio.

Forma 635/MAPI
Supte. de Escuelas, Depto. de Educ.
Condado de San Diego

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AMARILLO: Archivo
ROSA: Iniciador

ACCIÓN RECOMENDADA POR EL GRUPO DE ELIGIBILIDAD Y PLANIFICACIÓN

Fecha ______________________ Nombre ______________________

Escuela ______________________ Grado ______________________

Estimado ______________________:

El Grupo de Eligibilidad y Planificación (E&P) se reunirá en:

______________ a las ________ a.m./p.m. ubicado en ______________
(fecha) (hora) (lugar)

Por las razones abajo especificadas:

1. Acción propuesta: ______________________

2. Razones para la proposición: ______________________

3. Opciones consideradas: ______________________

4. Razones por las cuales se rechazaron las opciones: ______________________

5. Procedimientos usados para evaluar: ______________________

6. Documentación a considerar: ______________________

7. Otros factores: ______________________

Forma 628-1/HAPI
Supte. de Escuelas, Depto. de Educ.
Condado de San Diego 8/79

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AMARILLO: Archivo

Se requiere su presencia esta junta. *Le suplicamos notificarnos si usted no planea asistir a esta junta.*

Si usted desea, puede invitar a las siguientes personas, por ejemplo: Una trabajadora social, un maestro, un psicólogo o un optometrista para que represente a su hijo o para que proporcionen información que pueda ayudar al comité. Si usted desea hacerlo, por favor complete la parte de abajo de esta forma. Solamente personas que usted autorice pueden participar en esta junta. Queremos hacer de su pleno conocimiento que el Distrito NO tiene autorización ni fondos para pagarle a usted o a la persona que va a representarlo.

Doy mi autorización para que las siguientes personas asistan a la junta de E&P y representen a mi hijo:

Nombre ______________________________ Dirección ______________________

Parentesco con el alumno ________________ ______________________

Nombre ______________________________ ______________________

Parentesco ___________________________ ______________________

Yo, el padre o tutor del alumno PODRÉ _____ NO PODRÉ _____ asistir a la junta.

Yo, la madre o tutor del alumno PODRÉ _____ NO PODRÉ _____ asistir a la junta.

______________________________________ ______________

Firma del padre o tutor *Fecha*

______________________________________ ______________

Firmi de la madre o tutor *Fecha*

Favor de firmar y regresar esta forma a:

____

____

Muchas gracias.

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Condado de San Diego 8/79

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ROSA: Iniciador

PLAN No. 7: 23-5-79
Proyecto HAPI

PROGRAMA DE EDUCACIÓN INDIVIDUAL

Nombre del Estudiante ____________ FN ________ EC ________

Identificación personal ____________ Sexo ________

Maestro ____________ No. de años en la escuela ______ ______ Grado

Escuela ____________ Programa especial ____________

Fecha inicial de inscripción en Educ. Especial ______ *Fecha propuesta de colocación ______ Duración de colocación anticipada ______

Carrera y vocación del Programa Educ. ____________

Tiempo de colocación en la clase regular ____________ % Programa de Educ. Física ____________

INDIQUE EL NIVEL ACTUAL DE FUNCIONAMIENTO:

Comunicación y Lenguaje

Academicos:

Adaptación Social o Desarrollo Emocional:

Psicomotor:

Destrezas pre-vocacionales, vocacionales:

Destrezas de esfuerzo personal:

Estilo de aprendizaje (modalidad):

Manera de aprender (por ejemplo, reflectiva, persistente, etc.)

Estado de salud:

*Si al estudiante no se le puede dar la colocación apropiada dentro de los primeros 20 días escolares, exponga la razón de la demora y la fecha planeada para la colocación (CAC 3305(c)):

Fecha de la junta ____________

Padres ____________ Teléfono ________

Dirección ____________

Idioma nativo del alumno ____________ Como fue determinado ____________

Idioma nativo del hogar ____________ Distrito Escolar de Residencia ____________

RAZÓN PARA LA COLOCACIÓN

Descripción de la desventaja funcional:

Educación especial específica que se va a proporcionar:

Servicios relacionados que se van a proporcionar:

Material especial y equipo que se va a proporcionar:

Medidas necesarias que se tomarán en caso de un posible cambio al programa de clase regular:

Razón para la colocación en un ambiente menos restrictivo

Forma 631-1/HAPI
Supte. de Escuelas, Depto. de Educ.
Condado de San Diego

NOTA: No se requiere copia al carbon

(escriba a máquina o con tinta escribiendo firmamente)

BLANCO: Director del Proye
AMARILLO: Archivo
ROSA: Iniciador

Nombre del alumno ______________________________ 2 de 3

Las personas cuyas firmas aparecen a continuación, atestiguan el procedimiento que se ha seguido con relación al planeamiento instructivo de evaluación, su proceso legal, la colocación o terminación, así como también que el alumno cuyo nombre aparece arriba se ha identificado como el estudiante que necesita (o no necesita) servicios de educación especial, de acuerdo a las leyes y reglamentos federales y estatales. Las metas, objetivos, programas y servicios se determinarán debidamente ya sea si el alumno tiene limitaciones en el idioma inglés o si no lo habla.

xx Firmas de los miembros de comité que participan en el IEP: Fecha

Firma del padre o su representante

Firma de la madre o su representante

Firma del alumno

Firma de administrador de educación especial o su representante

Firma del maestro de educación regular

* Firma del psicólogo de la escuela

*Firma del especialista en oído, habla y lenguaje

Firma de la enfermera de la escuela

Firma del maestro de educación especial

Firma del intérprete

Otra firma (especifique)

Otra firma (especifique)

*Especialista que ha evaluado al alumno

xx Indica el coordinador del grupo

Requisitos para pasar al nivel de secundaria (CAC 3306(s)):

Determinación para ampliar los servicios durante el año escolar (CAC 3306(e)):

La firma de los padres o de su representante atestigua el permiso concedido para la colocación de un programa de educación especial como:

Especificación de la colocación en educación especial

Firma del padre o su representante Fecha

Firma de la madre o su representante Fecha

Una forma por escrito y la explicación detallada de los derechos, protección y proceso legal ha sido proporcionada y recibida por los padres de acuerdo a las leyes federales.

Firma del padre o su representante Fecha

Firma de la madre o su representante Fecha

Forma 631-1/HAPI
Supte. de Escuelas, Depto. de Educ.
Condado de San Diego

NOTA: No se requiere copia al carbon
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BLANCO: Director del Proyect
AMARILLO: Archivo
ROSA: Iniciador

LAN No. 7: 23-5-79
royecto HAPI

Nombre del Estudiante ______________________________

Metas Anuales	Objetivos de Instrucción a Corto Plazo	Control de Metas y Objetivos
	Tiempo establecido, observación del comportamiento, condiciones, y criterio de evaluación. Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación para la revisión * ________ Información a los padres ________
	Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación para la revisión * ________ Información a los padres ________
	Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación para la revisión * ________ Información a los padres ________
	Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación para la revisión * ________ Información a los padres ________
	Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación Para la revisión * ________ Información a los padres ________
	Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación para la revisión * ________ Información a los padres ________

*CAC Title 5 - 3307

rma 631-1/HAPI
pte. de Escuelas, Depto. de Educ.
ndado de San Diego

NOTA: No se requiere copia al carbon

(escriba a máquina o con tinta escribiendo firmemente)

BLANCO: Director del Proyecto
AMARILLO: Archivo
ROSA: Iniciador

PROJECT hopi

Pre/Post Training Inventory

Name______________________________ Date______________________________

Please check the response column which best describes your understanding of the following:

	Limited Awareness	Fair Awareness	Good Awareness	Able to Teach Peers/ Parents
1. What is the intent of PL 94-142?				
2. Why is there a need for an IEP?				
3. What must the IEP contain?				
4. Who assumes the responsibility of writing and implementing the IEP?				
5. At what point is written parental consent first required in the process IEP development?				
6. What is meant by due process?				
7. What differentiates goals and objectives?				
8. What are the areas of behavior designated to be assessed per PL 94-142?				
9. What are the special assessment requirements of PL 94-142 that apply only to children with specific learning disabilities?				
10. Who must attend the IEP meeting?				
11. What is meant by "establishing the least restrictive environment"?				
12. What is meant by extended school year services?				

PROJECT HAPI

TO: DATE:

FROM: RE:
BIRTHDATE:

Below is an authorization for you to release any information you have which would assist us in evaluating and determining the needs of the above student. This would include psychological and/or other testing, plus reports of any assessment team committee decisions.

School reports should cover academic achievement, social adjustment, and behavior. Medical data should include name of the doctor, date of examination, medical findings, and reports of special laboratory tests (i.e., EEG and pertinent recommendations and medications prescribed). Recommendations for the educational program would be helpful.

Thank you for your cooperation.

Sincerely,

- -

AUTHORIZATION
TO REQUEST AND RELEASE CONFIDENTIAL INFORMATION

NAME:______________________________ BIRTHDATE:__________

PRESENT SCHOOL:______________________________ GRADE:__________

I hereby authorize______________________________
to release to and/or secure from Psychological Services,__________________
School District, any educational, medical and/or psychological data on the above student. Such information will be shared with appropriate persons and used for professional purposes only.

DATE:______________ SIGNED:______________________________
RELATIONSHIP TO STUDENT______________________

PROJECT hapi

Project HAPI
Eligibility and Planning Team Committee Meeting

Suggested Agenda

I. Introduction of members

II. Statement of intent of meeting

III. Validate personally identifiable information on IEP form

IV. Inform parent of parent and child rights

V. Assessment results from E&P team members:
   A. Assessment Analysis
   B. Psychoeducational Study (EH and SDL)
   C. Other special reports as determined by disability

VI. Writing of IEP (recorded by designated team members)
   A. Indicate present levels of function
   B. Determine and write annual goals and instructional objectives
   C. Establish eligibility
   D. Determine placement based on goals and objectives, and develop:
      1. Rationale for placement
      2. Appropriate career/vocational education program
      3. Appropriate P.E. program
      4. Extent of regular class placement
      5. Projected date of placement
      6. Anticipated duration
      7. Secondary level graduation requirements
      8. Determination of extended school services

VII. Obtain signatures

VIII. Tentative schedule for IEP review

Project HAPI
E&P Committee Action Meeting

Suggested Agenda

I. Introductions

II. Purpose: To analyze results, determine adequacy of assessment, consider eligibility for programs and services, and schedule meeting to write IEP

III. Review of compilation of assessment results recorded on Assessment Analysis:

- A. Determine levels of function:
    1. Communication/language
    2. Academics
    3. Psychomotor
    4. Social/emotional adaptation
    5. Prevocational/vocational skills
    6. Self-help skills
    7. Learning style/approach
    8. Health status
- B. Determine if assessment has been adequate
- C. Psychoeducational/psychological study
- D. Consider eligibility (according to Title 5 regulations) options for programs and services

IV. Prepare E&P Committee Action form to be delivered to parents

V. Assessment team coordinator:

- A. Schedule meeting for writing of IEP (time and date to be mutually acceptable by parent(s) and staff)
- B. Deliver E&P Committee Action report to parent(s)
- C. Prepare agenda, reports, and records for E&P meeting
- D. Notify all team members of time and date

Project HAPI Pre-/Post-Test

Questions on Individualized Education Programs

Name:______________________________ Date:____________________

1. The concept of an individualized education program was developed by PL 94-142:

    a. True
    b. False

2. An individualized education program is written for:

    a. children presently unserved
    b. all handicapped children
    c. handicapped children receiving special services
    d. all children
    e. none of the above

3. The maximum life span of an individualized education program is:

    a. one year
    b. three years
    c. not determined
    d. dependent on the completion of objectives
    e. none of the above

4. A complete evaluation of a child receiving special education services shall occur:

    a. prior to initial placement
    b. before placement change
    c. upon request by a teacher or parent/guardian
    d. at least every three years the individual remains in special education
    e. all of the above

5. An IEP is an:

    a. ideal education package
    b. indigestible educational palaver
    c. individualized education program
    d. Ithaca Edsel Plant
    e. none of the above

6. The child's present level of functioning is part of the diagnostic information required in an IEP.

    a. True
    b. False

7. The child's label is part of the diagnostic information required.

    a. True
    b. False

8. Prescriptive information includes annual goals and short-term objectives.

   a. True
   b. False

9. "First-hand" information on IEP regulations can be found in:

   a. The Farmer's Almanac
   b. The Federal Register
   c. State Senate Bill
   d. OCR Bulletin 43
   e. None of the above

10. Necessary services should be delivered to handicapped children by placing them all in a regular classroom.

    a. True
    b. False

11. The IEP is a binding contract.

    a. True
    b. False

12. Who is responsible for implementing the IEP?

    a. The child's teacher
    b. Special teacher
    c. Whoever the E&P committee designates
    d. The parent
    e. None of the above

13. Which of the following is not a requirement under PL 94-142?

    a. Procedural due process
    b. Individualized education programs
    c. Parental involvement
    d. Elimination of special classes
    e. A full service plan by each LEA

14. Although a plan of intervention and instructional activities is not written in the IEP committee and does not require approval, it is mandated by PL 94-142.

    a. True
    b. False

15. A child with a suspected disability may be placed in a special education program for a period not to exceed 20 days prior to the E&P meeting and writing of the IEP.

    a. True
    b. False

16. The team designated to develop the IEP always includes:

    a. school nurse/nurse practioner
    b. the student
    c. the parents/guardians
    d. a special education teacher/specialist
    e. any school personnel who has participated in the evaluation where results are significant to the child's IEP
    f. the receiving teacher(s)/specialist(s)
    g. an administrator/designee

17. It is required that school districts seek out all handicapped individuals between the ages of 3 and 21 by:

    a. September 1, 1978
    b. September 1, 1979
    c. September 1, 1980
    d. September 1, 1981
    e. September 1, 1982

18. Prereferral tasks which do not require written parental consent are:

    a. illegal
    b. screening of speech, academics, hearing, etc.
    c. consultation with other school personnel
    d. search of school history in cumulative records

19. Written parental consent to assess is:

    a. always required
    b. not required when the parent makes a written referral for assessment
    c. not required when the parent makes an oral referral for assessment

20. The parent is always a member of the:

    a. assessment team
    b. E&P team
    c. IEP committee
    d. all of the above

Project HAPI

Pre-/Post-Test
Answer Key and Explanation of Answers

1. FALSE--The concept of writing learning goals, and thus, individualizing teaching and learning has been a part of education for at least 25 years.

2. C------An educational program is written only for those children receiving services.

3. A------The individualized education program (IEP) must be reviewed at least annually.

4. E

5. C------This should be self-explanatory

6. A------Stated in the law.

7. FALSE--Not stated in the law and the philosophy behind PL 94-142 is to reduce labeling.

8. TRUE

9. B

10. FALSE--The concept of the least restrictive placement is that each individual with exceptional needs shall be educated with pupils who are not handicapped, as appropriate to the needs of both. The severity of the handicap may be such that the education of an individual with exceptional needs cannot be achieved satisfactorily in a regular setting.

11. FALSE--The IEP is a statement of services, goals and objectives, etc., not a contract.

12. C

13. D

14. TRUE

15. FALSE

16. C, D, E, G

17. C

18. B, C, D

19. A

20. D

Project HAPI

A Guide for Monitoring the Implementation of the IEP and Compliance of PL 94-142 and Title 5 Regulations

	September 1979		January 1980	
	YES	NO	YES	NO
1. Student's complete IEP is kept in classroom.				
2. An IEP for each student in special education class or program has been written, approved, and signed pursuant to (121a 341) (5CAC3154).				
3. Each IEP contains components listed in handbook, part I.				
4. Intervention and planned activities relate to IEP and goals and objectives.				
5. Evidence exists (documented) showing attempts to implement IEP components in a regular/scheduled fashion have been employed.				
6. Progress or date of achievement of intervention activities has been recorded.				
7. IEP is protected as confidential information pursuant to federal and state laws.				
8. Person responsible for establishing annual goals participated in IEP development.				
9. Person responsible for establishing annual goals developed pupil's intervention activities.				
10. Parents were involved in planning intervention activities.				

	September 1979		January 1980	
	YES	NO	YES	NO
11. When appropriate, student was involved in development of IEP.				
12. As objectives are met, new objectives are developed.				
13. The IEP reflects all areas of instruction that student should receive in a quality program.				
14. Student is receiving all of related services in accordance with his/her IEP. (121a 349)				
15. All needed related services are listed on IEP.				
16. All related services on IEP are available on a regular basis.				
17. All related services on IEP are avaible for an adequate time.				
18. Appropriate supplies and equipment needed to appropriately develop objectives are provided.				
19. New or additional materials can be obtained as needed to meet objectives.				
20. Training has been provided in use of specialized equipment or materials.				
21. Special education student participates in academic activities in regular class.				
22. Special education student participates in non-academic activities in regular education. (121a 550, 553 and 5CAC3155)				

	September 1979		January 1980	
	YES	NO	YES	NO
23. Student has opportunity to participate in school activities and programs regardless of handicapping condition (e.g., access to site premises pursuant to Section 504, Rehabilitation Act).				
24. Special education student is accepted by: a. regular classroom teacher				
b. student in classroom				
c. other staff members				
25. Student is integrated into regular classroom.				
26. Person responsible for establishing objective(s) coordinates school activities with regular classroom teaching: a. by support personnel				
b. conference				
c. memo				
d. informal reports				
e. other				
27. Student is working on activities related to goals and objectives of IEPs.				
28. Activities are individualized to meet student needs.				

	September 1979		January 1980	
	YES	NO	YES	NO
29. Written classwork or evidence of additional activities show student's work is appropriate to goals and objectives stated in IEPs.				
30. All instructional materials and equipment listed on IEP is available in classroom.				
31. Appropriate use of materials and equipment is effectively carried out.				
32. Basic skill areas are part of student's curriculum.				
33. When appropriate adaptive/remedial PE is provided for student based on needs.				
34. Student is provided appropriate nonacademic activities in his/her curriculum: a. art				
b. music				
c. dance				
d. other				
35. Student's classroom provides adequate space, ventilation, acoustics and furniture.				

PROJECT hapi

Update

NOVEMBER 1979

DR. BARRY RESUMES AS PROJECT DIRECTOR

Dr. Lawrence Barry is again at the helm as the director of Project HAPI after a year's leave. Included in his many professional activities during a sabbatical leave last year were visitations to a number of districts which have implemented the Master Plan for Special Education. His European tour last summer was reported as a highlight. Dr. Barry returns with innovative ideas and interesting reports. Welcome back!

* *

HAPI HANDBOOKS UPDATED

The five handbooks, ASSESSMENT + INTERVENTION = IEP, A HANDBOOK ON HOW TO WRITE AN INDIVIDUALIZED EDUCATION PROGRAM for:

- Severe Disorders of Language, Including Aphasia and Other Speech-Language Handicapped
- Hearing Impaired
- Visually Impaired
- Trainable Mentally Retarded and Developmentally Handicapped
- Educationally Handicapped

were revised to reflect the most recent changes in federal law and specifically the May 23, 1979 California Administrative Code Title 5 regulations. Part I, A Systematic Approach to IEP Development, presents an updated outline and explanation of required IEP components and sequential steps in IEP development following the timelines set out in the law. Forms for Referral to the Assessment Team, Notification of Referral/Parent Consent to Assessment Plan, E&P Team Recommended Action, and the IEP are offered in all handbooks. These forms are also available in Spanish from the project office, 292-3719. The appendices in each handbook now include five or more sample IEPs and a new matrix showing the current composition of E&P teams for different handicaps.

All handbooks sport a new cover using the project logo you see on this update. The handbooks remain the chief vehicle for training, serving as guides and basic materials in the sequential development of IEPs.

* *

Superintendent of Schools, Department of Education, San Diego County 11-79

AUDIOCASSETTES DEVELOPED FOR EACH HANDBOOK

Instructional audiocassettes, one specifically prepared for each handbook, have been added to the HAPI training package. These cassettes are designed to provide a self-instructional component to the training. The audiocassette is to be used simultaneously with the handbook. Each tape is divided into segments. With each segment of training the trainee, as a team member, is assigned a specific task. Upon completion of the tape and assignments, the trainee will have experienced the entire IEP process as a team member from the point of referral to implementation.

* *

HAPI HAS VIDEOTAPE

EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP, a videotape, provides an overview of the IEP process depicting identification, referral, assessment, and IEP planning events in compliance with laws and regulations. This television program was developed for HAPI workshop trainings and as an inservice instrument for regular class teachers, administrators, parents, special education staff, relevant professionals (e.g., physical therapists, doctors, etc.), and parent/child advocates.

* *

1979-80 HAPI WORKSHOPS

For the third year, Project HAPI has had the privilege of working with master teachers/specialists--a very special group of educators who brought enthusiasm with their expertise to the workshops.

Project HAPI conducted six workshops during August and September. Eight San Diego County school districts and two nonpublic schools participated, sending 51 trainees.

The focus of the training was on a multidisciplinary team approach, stressing the need for each team member to understand the total IEP process. Training was designed for the purpose of offering staff development workshops in the writing of IEPs in compliance with federal laws and the May 23, 1979 California Administrative Code Title 5 regulations. Three models of training were offered this year.

Training Model I provided minimal direct instruction with one and one-half days in the workshop setting. The remainder of the training was accomplished by using the audiocassette with the handbook in a self-instruction situation.

Training Model II was a replication of the past two years' week-long training model. The format was different since the training this year included the use of the videotape and the audiocassettes.

A one-half day orientation was offered through training Model III. Project and trainee responsibilities were explained, the videotape was shown, and each

1979-80 HAPI WORKSHOPS CONTINUED

trainee received the appropriate HAPI handbook, the self-instructional audiocassette, and packet of materials. These trainees then completed the training independently.

All 1979-80 trainees had the option of earning two semester hours of credit through San Diego State University. This option is still open to those who may have decided after the completion of the workshops that they did, after all wish to sign up for credit. Any such person should call 292-3719 and inform Pat Mohr, Project HAPI secretary.

DEADLINE: Registration forms must be in the San Diego State's cashier's office on or before November 15, 1979.

Any 1979-80 trainee, regardless of training model, is invited to contact Jean Chapman, 292-3675, for support in completing responsibilities. All project test results and the three completed IEPs should be finalized and in Project HAPI's office now.

* *

THANK YOU, CHULA VISTA

A special thanks is extended to Chula Vista City School District for arranging for Barbara Karas, language, speech, and hearing specialist, to assist Jean Chapman, project coordinator, during two weeks of HAPI training. Barbara's contribution was a real plus.

* *

YOU MAY BE CALLED . . .(ANY VOLUNTEERS?)

If you were a 1977-78 or 1978-79 HAPI participant, you may be contacted to review and critique the videotape, the audiocassettes, and the revised handbooks. Such a panel will be assembled in the next few weeks. Again, it is your input that is so important in editing the project's materials.

* *

NO HAPI VAN, BUT. . .

Materials are still available for HAPI trainees to use on a check out basis. If you are in need of particular assessment or intervention items, contact the project office. We can use the truck mail to get items to you.

* *

INSERVICE FOR SAN DIEGO COUNTY DISTRICTS

Several inservice offerings with the HAPI videotape, handbooks, and audiocassettes are scheduled for districts who did not participate in workshop trainings this fall. These districts will be requested to react to the HAPI materials, too. If you or your district is interested in such an inservice, you may contact Jean Chapman at 292-3675.

* *

ATTENTION PAST TRAINEES

Due to a mechanical error, the updated sections of the Severe Disorders of Language, Including Aphasia and Other Speech-Language Handicapped, were incorrectly punched to match the assessment and intervention sections. This Part One, which is appropriate in its entirety to both SDL and EH books, and in a general way for all handbooks, is available upon request. Replacing the present Part One of your handbook with the above named section will update your handbook. The attached IEP Flow Chart illustrates schematically the tasks and timelines in the IEP process. The revised Part One of all the handbooks follows this Flow Chart in a systematic, sequential fashion in providing an IEP Process Log and necessary forms to accomplish the development of an IEP.

* *

IEP AND EXTENDED YEAR SERVICES

From Wilson Riles, superintendent of public instruction and director of education, State of California:

> "Some district and county superintendents are going to fair hearings on the issue of whether an extended-year program should be written into a special education student's Individual Education Plan (IEP). This issue is clearly defined in regulation, Title 5, CAC, Section 3306(e).
>
> > "Extended school year services when needed, as determined by the Eligibility and Planning Team, shall be documented in the individualized education program."
>
> Note that Section 3106.5(e) imposes the same requirement on programs under the Master Plan.
>
> Determination of whether an extended-year program is appropriate for a particular child is a matter on which opinions may differ. However, once this decision is made, there is no room for dispute over whether it must be part of the IEP."

* *

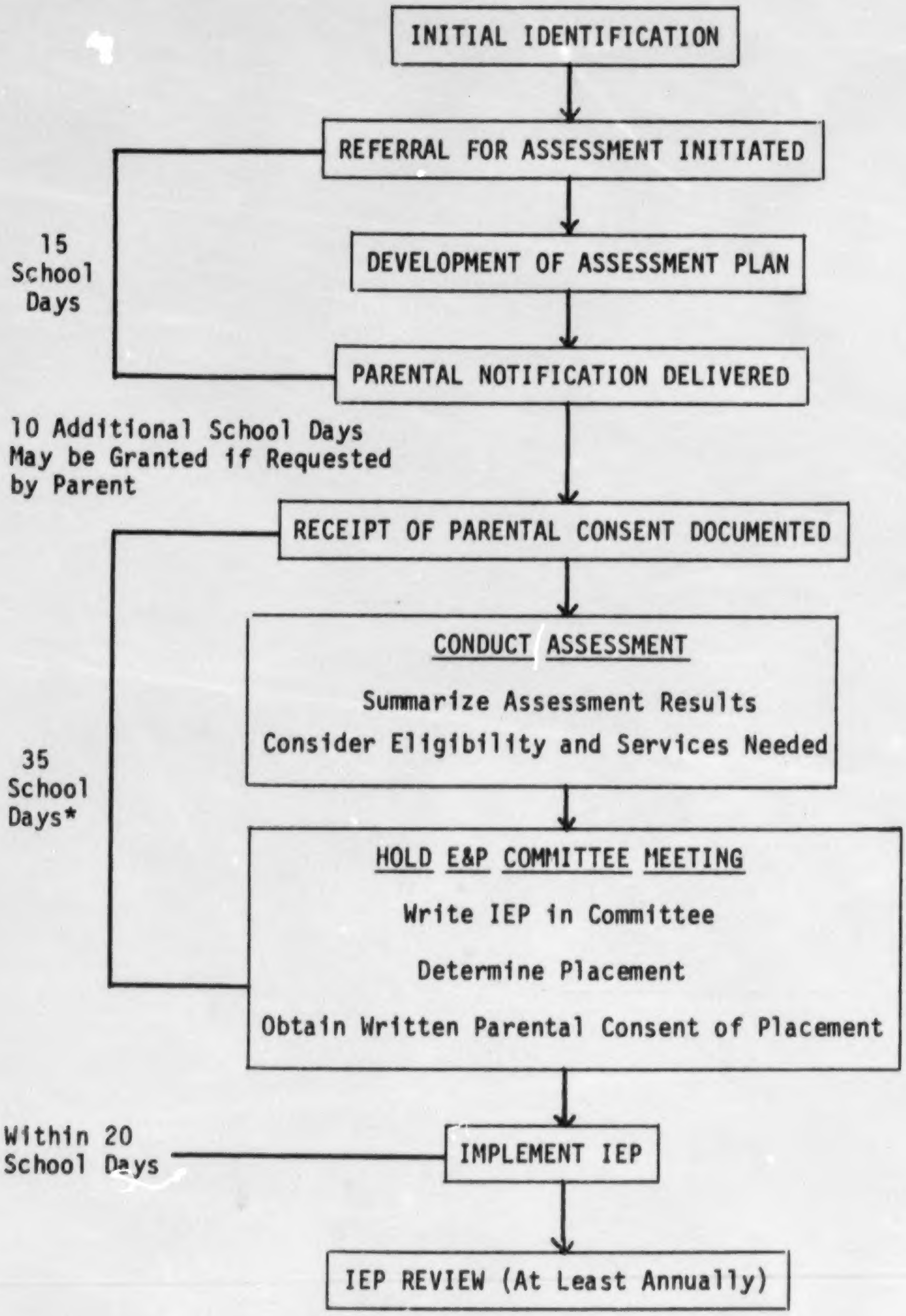
IS YOUR ADDRESS CORRECT?

Please call in any change of address so the updates will reach you promptly, 292-3719.

* *

HAVE A HAPPY THANKSGIVING FROM THE PROJECT HAPI STAFF.

IEP FLOW CHART


INITIAL IDENTIFICATION
REFERRAL FOR ASSESSMENT INITIATED
15 School Days
DEVELOPMENT OF ASSESSMENT PLAN
PARENTAL NOTIFICATION DELIVERED
10 Additional School Days May be Granted if Requested by Parent
RECEIPT OF PARENTAL CONSENT DOCUMENTED
CONDUCT ASSESSMENT
Summarize Assessment Results
Consider Eligibility and Services Needed
35 School Days*
HOLD E&P COMMITTEE MEETING
Write IEP in Committee
Determine Placement
Obtain Written Parental Consent of Placement
Within 20 School Days
IMPLEMENT IEP
IEP REVIEW (At Least Annually)

**CAC 5 - 3305 (b) When determined by E&P team that additional assessment, by an outside agency, is needed, the total time shall not exceed 50 days.*